



King Edward's  
W I T L E Y

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## **Disability Policy and Accessibility Plan 1<sup>st</sup> March 2025 – 29<sup>th</sup> February 2028**

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### **Disability Policy and Accessibility Plan**

This policy should be read in conjunction with the Additional Needs and Inclusion Policy (May 2024) which principally deals with the School's provision and responsibilities in respect of SEND, and takes into account the Special Educational Needs and Disability (SEND) Code of Practice (2014), the Equality Act (2010), 'Special Educational Needs & Disability Act' 2001 (SENDA), which was further amended by the Disability Discrimination Act 2005, with all changes known to be in force before March 2020. The Children and Families Act 2014 provides the definition of "special educational needs" in its fullest sense. The policy further recognises the Department of Education and Department of Health code of practice that was updated in April 2020 (in respect of COVID-19).

The aim of the School is to avoid treating current or prospective pupils with disabilities unfavourably, by making reasonable adjustments and providing auxiliary aids and thus affording equality of opportunity.

### **Admission Criteria**

The School has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act 2001 to accommodate the needs of any applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately. The School must be made aware of any known disability or special educational need which may impact upon the child's ability to take full advantage of the education provided by the School. Parents of a child who has a disability or special educational need should provide the School with full details in writing at the time of registration. Thus the School can assess the needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs both during the admissions process, including the tests, and time at School. If special educational needs or a disability become apparent after registration, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

### **Special Needs**

The School endeavours to make it possible for those pupils with physical disabilities, who are capable of benefiting from what the School can provide, to do so. In assessing any pupil or prospective pupil, the School may take such advice and require such assessments as is necessary. The School is always

sensitive to any requests for confidentiality. In School there are already pupils who have learning or physical disabilities. The special needs of these children are considered in consultation with the Head of Learning Support. The School will co-operate fully with suitable specialist advisory teachers. The main forms of need relate to dyslexic tendencies, short-term memory problems and organisational difficulties. We also support mild ADHD and ASC and slow processing speed; hearing, sight, motor and speech impairments can also be successfully integrated and accommodated. Written information will be made accessible in a range of different ways (e.g. colour, font size, the use of audio versions of texts, projectors in most classrooms, e-beams, whiteboards) for disabled pupils, where it is provided in writing for pupils who are not disabled. The School will be flexible over the provision of co-curricular sport and activities, as well as the curriculum itself, in order to accommodate individual pupil's needs.

### **Equal Opportunity**

The School operates an equal opportunities policy, whereby pupils are not inappropriately discriminated against on the grounds of gender, age, physical or learning disability, race, religion, sexual orientation, gender reassignment, marital status, cultural or linguistic background. This accords with the Equality Act 2010. Parents who decide to send their children to the School must accept the historical background of the School, its unique character and broadly Christian ethos, as set out in the prospectus. Parents should not seek admission for their children unless they are prepared to support the traditions and routines of the School.

The School's policy is to apply these criteria to all pupils and prospective pupils in respect of any disability of which it is aware. The School will endeavour to meet its obligations to make reasonable adjustments not to put any disabled pupil or prospective pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability. These adjustments may include:

- A list identifying pupils with particular needs
- Possible changes to the curriculum in the area of languages or physical education
- Appropriate amendments in classrooms, such as changed seating arrangements or enlarged copies of notes or the provision of a laptop computer
- Appropriate risk assessments for hazardous or off-site activities, including the possibility of staff or peer assistance in practical subjects
- Appropriate staff training from specialist advisors

### **School buildings**

An immediate difficulty is presented by the lay-out and age of the School buildings, which cover a wide area. The buildings were not provided with lifts when they were completed between 1867 and 1991. Some departments remain inaccessible to disabled pupils, but teachers will always move to an accessible room when the need arises. Major alterations to the buildings would incur prohibitive cost. In any further development to the site, every effort will be made to ensure that the buildings are accessible to anyone with a disability. When new buildings are constructed, full regard is given to the requirements of the appropriate legislation.

### **Disability Audit**

An annual review of access to all classroom areas is undertaken and modifications will occur as resources allow. The most recent audit took place at the SMT meeting September 2023. The next review is scheduled for an SMT meeting in September 2025 in the light of the known needs of pupils and staff for the following academic year. Any proposals from the review will be scheduled for the next Health and Safety Sub-committee.

### **Accessibility Plan**

The current provision at March 2025 may be summarised below:-

#### **Department Access**

Art - no wheelchair access  
Business Studies/Economics - no wheelchair access  
Careers – access  
Classics – no wheelchair access  
D&T - access  
English and Drama - ramped access  
Health & Lifestyle Centre – no wheelchair access  
Geography - no wheelchair access  
History - no wheelchair access  
ICT - access  
Learning Support – no wheelchair access  
Mathematics – access  
Modern Languages – no wheelchair access  
Music – limited access  
PE and Games area – limited access  
RE - no wheelchair access  
Science School – ramp access available

#### **Facilities Access**

Administration Offices –access to ground floor to the offices of The Head and Deputy Head Co-Curriculum, no access to the offices of the Deputy Head, Deputy Head Academic, Director of Safeguarding, Director of Studies and Human Resources  
Admissions and Marketing - access  
All Weather Sports Area - access  
Bridewell Room – access  
Bunker Art Gallery - access  
Chapel – access  
Chaplain's Office – access  
Charter Hall – access  
Dance Studio – no access

Dining Hall – access  
Laundry - access  
Lecture Theatre – no access  
Library - access  
Main sports hall – access  
Medical Centre - access  
Netball/tennis courts – limited access  
Pentagon - access  
Piccadilly Cafe - access  
Reception - access  
Recital Room – ramped access  
Selborne Room – access  
Sixth Form Centre –access  
Sports fields - access  
Staff Common Room – access

#### **House Access**

There is limited wheelchair access to at least part of all houses. External wheelchair access is possible in each area of Jubilee.

#### **Disability Policy and Accessibility Plan 31<sup>st</sup> March 2025 – 29<sup>th</sup> February 2028**

##### **Curriculum provision**

1. Access to the curriculum will be reviewed in the light of known need for each academic year. For some, a slightly amended curriculum is required and can be provided, for example in the area of languages and physical education. This review will next be undertaken in April 2026.
2. Access to all trips of both a curricular and co-curricular nature is always reviewed at the planning stage to ensure that, as far as possible, such activities are available to all and to investigate what reasonable adjustments may be possible.
3. Access arrangements for public examinations are reviewed annually and enacted whenever a need arises suddenly to ensure that no examination candidate is prevented from having their needs met to enable them to complete the papers effectively.

##### **Accessibility of information**

1. Changes to the website have ensured that it is accessible to those with sight impairment.

2. The audio system was improved in Chapel for use at the start of the Autumn Term 2024. Plans are drafted to improve visual within the chapel to ensure that all pupils and staff have visibility of information shared on screens.
3. TV screens are located in various parts of the school including Piccadilly Café, the Dining Hall, and Reception and Houses. The screens are 37" in size to enable those with visual impairment to see information more effectively.
4. The School is undertaking a programme of classroom screen replacement to improve visibility within the classroom.
5. Firefly enables remote access to a wide range of resources and information for both pupils, parents and staff. This has enabled the Head of Learning Support to supply information to teachers to help them to make reasonable adjustments for pupils. The system will be upgraded to Microsoft Teams in September 2025.

#### **Physical access**

1. Ramps are provided and are portable to a variety of locations for Parents Conferences and other school events and are used to allow access. Parents and visitors are encouraged to contact us in advance so that an appropriate venue can be used for an event, convenient car parking can be provided and ramped access put in place well in time. This will be emphasised further in the letters which invite parents to Parents Conferences.
2. Allocated disabled car parking spaces are available. Spaces are located at the main Reception, front of school and QMH. Spaces are clearly marked and reserved for disabled access.
3. The ground floor ICT classroom on the North Side corridor has been developed with door sizes, spacing, desk height and lighting to make it suitable for pupils and staff with a variety of needs.
4. Music concerts have been moved from the Lecture Theatre to the Recital Room in the Music School, The Selborne Room and the Pentagon. This has allowed greater access to the music curriculum and at musical events. The lighting has been improved in the Recital Room and a suitable hard floor has made the venue more suitable for purpose for those with sight, hearing and mobility limitations. Lighting and sound proofing has been upgraded in the Pentagon.
5. Meetings before Parents Conferences have been moved to the Charter Hall and The Selborne Room to ensure good access.

6. As projects are identified as part of the new Head's strategy and are implemented, full consideration will be given to the requirements of the appropriate legislation.
7. In the redevelopment of North Side, attention was given to the sound proofing and acoustics within the classrooms to make them more friendly environments for the hard of hearing.
8. The school has an active lighting review and replacement programme, installing LED lighting across the campus.
9. All invitations to School events contain a section where visitors can easily request separate access arrangements.
10. The sounder units in the fire alarms, school bell and lockdown alarm operate at a decibel level above the minimum that is required.
11. Handrails are installed where they can improve access to a building or area within the school. This is an ongoing review and implementation process.
12. All pedestrian routes are clearly marked and suitable for wheelchair use.
13. Minibuses have the potential to be made suitable for disabled persons if required.
14. Disabled toilet facilities are available across the campus. Wherever possible, new facilities are designed into capital refurbishment works, i.e. Pentagon, Jubilee and Café
15. A pedestrian path was installed to enable wheelchair access across the site next to the sports centre, ensuring that adequate gradient is maintained to allow safe use.
16. Capital investment in the Reception/Library/Café project enabled significant improvement to physical accessibility. The project included the installation of a lift, providing access to the library and work rooms, reduced height counter in the café, disabled toilet facilities and an external ramp, providing access to the maths corridor classrooms.
17. Capital investment in the Jubilee House project enable external wheelchair access each level of the ground floor.
18. Capital investment in the DT facility has provided wheelchair access to the building and all internal rooms.

19. Capital investment in the entrance to the school have provided new pedestrian walkways, including the installation of LED bollard lighting, additionally creating clear separation from the road.
20. Future plans for the Science refurbishment will provide ramped wheelchair access to the building. Additionally, rise/fall desks will be installed to provide greater access.

### **Awareness of the policy**

The School ensures awareness and observance of the policy through:

- Education in PSHE, RS and other lessons
- Health & Safety Committee meetings
- Staff INSET
- Whole-school assemblies
- SMT meetings, staff meetings and house meetings, when appropriate
- Guidance in the Staff Handbook and from the Learning Support Department or Medical Centre

An Equality Impact Assessment has been undertaken on this policy to ensure that there are no issues of a safeguarding nature and no concerns relating to gender, disability and ethnicity that need to be addressed.