



## Disability Access Policy

The King's House School, Windsor aims to do all that it can to ensure that the School's facilities, services, culture, policies and procedures are made accessible to pupils, staff members and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Equality Act (2010). This plan will be resourced, implemented and reviewed and revised as necessary.

The Equality Act 2010, enacted October 2010 has replaced, for the purposes of this Disability Access Plan, the SEN and Disability Act 2001 which extended the Disability Discrimination Act 1995 (DDA). As part of this Act, the aims under Schedule 10 are to provide an *accessibility strategy* which entails:

- Increasing the extent to which disabled pupils can participate in the School's curriculum;
- Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school;
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

### 1. Vision and Values

The King's House School, Windsor is committed to providing a fully accessible environment and curriculum which values and includes all pupils and enables them to achieve their potential regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Pupils should be able to benefit from the education offered and participate fully in the life of the school. This applies to all pupils regardless of any disability of which the School is aware. The King's House School, Windsor will not treat disabled pupils or staff less favourably for a reason related to their disability and will make reasonable adjustments for disabled pupils and staff so they are not at a substantial disadvantage.

### 2. Access to School Facilities

Provision for disabled access is made through the main door to the School Reception from where students are able to access all the downstairs classrooms and school hall. The Early Years Centre has a natural



ramp leading up to the entrance from the garden area. There is a disabled toilet and a wet room with shower facilities located on the ground floor.

### 3. Admissions

Parents/carers of prospective pupils must notify the School of any disabilities in advance of registration and must discuss with the School what adjustments could reasonably be made to accommodate their child. The School may request a full report from a doctor or educational psychologist to ensure we can fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/carers.

In particular, the School will do all it can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means. The School encourages all of its pupils to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusiveness, but will always ensure that no pupil's education or safety is put at risk by the needs of another individual.

Please also see the **Admissions Policy**.

### 4. Reasonable Adjustments

The School will make reasonable adjustments, where necessary to ensure that prospective or existing pupil/staff members with a disability can be included in the full life of the school. Such adjustments may include (but are not limited to):

- Installing low gradient ramps for easy access on the ground floor;
- Installing external ramps into the school hall and/or adjacent classroom from the garden area;
- Allocating a classroom on the ground floor;
- Installing a chair lift between ground and first floor;
- Providing equivalent resource areas e.g. library on both ground and first floors;
- Installing support grab bars and shower seat in downstairs wet room;
- Specialist seating or any other relevant classroom resources or equipment;
- Using a sound field for children or staff with hearing impairment;
- Providing enlarged printed materials for children or staff with visual impairment;
- Providing wobble cushions, weighted blankets or toys, fiddle toys and brain breaks for children with attention deficit disorders;



- Using a multi-sensory approach to teaching for children with dyslexia;
- Using visual timetables and establish clear, achievable routines within a structured, consistent and predictable environment for children on the ASD spectrum;
- Facilitating children to access therapy and support programmes and implementing suggested strategies to support children following bereavement;
- Having flexible but clear and consistent boundaries within a safe and secure environment for children to express fears and anxieties.
- Making use of pastoral support and interventions for children with attachment disorders to enable them to regain trust and make progress.

In defining what is reasonable, the School shall take into account:

- The interests of pupils, staff and visitors;
- Staffing requirements;
- Health and safety considerations;
- The cost and feasibility of making specific alterations to the School's premises including implications on financial resources and the likelihood of any external funding being available to offset this.

**Review Leader:** Mrs Lyndsey Harding (SENDCo)

**Policy Reviewed:** June 2022

**Next Review Date:** May 2024



## Accessibility Plan

### Our Aims:

To increase access across all areas following our 3 year plan - 2022 - 2024:

- To increase access to the curriculum for pupils with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
- To improve and maintain access to the physical environment of The King's House School, Windsor (TKHSW).
- To improve the delivery of communications and information for disabled students and their families. The information should take into account any disabilities that students and their families may have and their preferred formats. These will be made available within a reasonable timeframe in response to the needs.

### Aim one:

To increase access to the curriculum for students with a disability

TKHSW will do its best to ensure that the necessary provision is made for any student who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for all students.

The staff and governors of TKHSW will also work to ensure that all students with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. We aim to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of all students. Every teacher is responsible and accountable for the progress and development of all students in their class. It is a whole school responsibility.



Aim	Current good practice	Objectives and Actions	Person responsible	Date to complete actions by	Success Criteria
<p>Increase confidence of all staff in identifying students with additional needs and differentiating the curriculum and approach to teaching and learning</p>	<p>Staff are aware of all pupils who are being monitored and/or assessed for SEND needs.</p> <p>IEPs/Play Plans are written, reviewed and updated termly.</p> <p>Boxhall Profiles are used to identify social, emotional needs.</p> <p>Staff assess any potential specific learning difficulties using Lucid Rapid &amp; COPs testing and Dyslexia Screeners.</p> <p>EP one to one visits arranged with parents' consent and prior agreement.</p>	<p>To share good practice across the school.</p> <p>To continue to plan suitable staff training in response to student cohort needs.</p>	<p>SENDCo</p>	<p>Ongoing</p>	<p>Staff confident in supporting children with SEND and providing suitable and appropriate differentiated materials.</p>



Ensure classroom resources meet the needs of specific children	Current resource provision takes account of student's needs.	To continue to renew and purchase appropriate aids as required by students attending our setting.	SENDCo	Ongoing	Resources that are fit for purpose.
All educational visits to be accessible to all	All visits have been planned to be accessible for all students.	To continue to ensure that due consideration is made for all students when planning educational visits.	Staff & SENCo	Ongoing	Educational visits to be accessible to all.
PE curriculum to ensure PE accessible to all	PE curriculum is accessible to all.	To continue to monitor and ensure the PE curriculum meets the needs of our students.	PE coordinator & SENCo	Ongoing	PE is accessible to all.

Aim	Current good practice	Objectives and Actions	Person responsible	Date to complete actions by	Success Criteria
Schemes of work reflect the needs of all students and the taught curriculum reflect the needs and requirements of all.	Teachers planning incorporates specific guidance from IEPs and SpLD testing.	To continue to plan lessons around specific needs and requirements for individual students to ensure that their needs are met.	Classroom teachers	Ongoing	Lessons are accessible for all learning.
Student attainment is raised for all cohorts including those with SEND	Tracking data through PTE, PTM & PTS once per year, CAT 4 testing annually and Reading & Spelling tests termly.	To continue to ensure that teachers take responsibility for the learning of all students	SENDCo	Ongoing	All students are able to fulfil their potential.
External agencies offer advice, support and guidance	Referrals are made as required to outside agencies including but not exclusively EP, Counselling, ASD and ADHD support, CAMHS, SALT.	To continue to ensure that all students are able to access the curriculum and access suitable and relevant support.	SENDCo	Ongoing	All students are able to access the curriculum and relevant/appropriate support as required.
Parents/carers are kept up-to-date with the progress of their child	Regular meetings are help with parents/carers, at least three times a year for all students with SEND	To continue to report to parents on the progress of their child, socially, emotionally and academically through reports and parent consultations/meetings	SENDco	Ongoing	Parents are kept informed of the progress of their child and any interventions and support that is in place.



**Aim 2:**

To improve and maintain access to the physical environment at TKHSW to include physical aids to access education as appropriate. Any individualised provision for students and staff will be considered when specific needs are known or change.

Aim	Current good practice		Objectives and Actions	Person responsible	Date to complete actions by	Success Criteria
<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>There is generally good relationships and communication with all stake holders. Where we are aware of needs they are being met.</p> <p>Site access is under review for security and disability access is also being considered for the future.</p>		<p>To sensitively collect information regarding individual need and create access plans for individual disabled pupils or members of staff as part of this planning process.</p> <p>Be aware of staff, governors, parents and regular visitors access needs and meet as appropriate.</p> <p>Gather information regarding parent carer access needs through routine discussions.</p> <p>Consider access needs during recruitment and admissions process.</p>	<p>Head of school/all staff</p>	<p>Ongoing</p>	<p>For the school to be easily accessible to all its stake holders.</p>



<p>Layout of school to allow access for all students to all areas.</p>	<p>Currently students are able to access all areas of the school.</p> <p>Provisional plans are in place to improve accessibility to first floor as required.</p>		<p>Consider needs of disabled pupils, parents/carers, staff or Visitors if planning the redevelopment of the site.</p>	<p>Head of School/SENDCo</p>		<p>For the school to be accessible for all. For all future development to consider accessibility.</p>
<p><b>Aim</b></p>	<p><b>Current good practice</b></p>		<p><b>Objectives and Actions</b></p>	<p><b>Person responsible</b></p>	<p><b>Date to complete actions by</b></p>	<p><b>Success Criteria</b></p>
<p>Ensure all disabled pupils and members of staff can be safely evacuated.</p> <p>All fire escape routes are accessible or alternative arrangements can be made.</p>	<p>Clear evacuation and emergency planning procedures are in place.</p>		<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all staff and students with physical or social and emotional disabilities or difficulties. Develop a system to ensure all staff are aware of their responsibilities</p>	<p>SENDCo</p>		<p>All practices run smoothly with plans in place and adults are clear regarding roles and responsibilities.</p>



<p>Ensure equal access to classroom resources through suitable adaptation. Hearing and or visual support, ICT adaptations etc</p>	<p>Currently there are adaptations suitable to meet student needs across the school.</p>		<p>To keep up to date with and use relevant ICT options, as the need arises, for use with visually impaired students or those with ASD, ADHD or Dyslexia/Dyspraxia</p> <p>To use radio aid system for students with hearing impairment or auditory processing difficulties.</p>	<p>SENDCo</p>		<p>Fully inclusive classrooms.</p>
<p>To undertake an audit of the school site.</p>	<p>Site audit planned for autumn term 2023.</p>		<p>To use audits as a planning tool to assess priorities.</p>	<p>Head of school/SENDCo</p>		<p>Audit completed with any relevant items actioned.</p>



### Aim 3

To improve the delivery of communication and information for disabled students and their families.

Communication between TKHSW, students, parents and the wider community is good. It is met through our open-door policy, helpful office staff, newsletters, text messages, telephone calls and messages and website.

Aim	Current good practice	Objectives and Actions	Person responsible	Date to complete actions by	Success Criteria
Review information to parents/carers and the whole school community	We have good communication routes via emails, termly & weekly newsletters, phone calls, whatsapp and also via children's Homework-diaries.	Provide information and letters in clear print.  School office could support and help parents to access information and complete school forms.	Staff	Ongoing	Clear communication to all stakeholders in school.
Large print versions or audio recording is available for visually impaired.	We have the facilities to produce these as required.	Produce larger print or audio materials for any relevant stakeholders as required, when requested or need identified.	Staff	Ongoing	Accessible print or format available for those with a visual impairment.