



KING'S HOUSE SCHOOL
RICHMOND



Member of staff responsible:	Head
Date of policy review:	April 2026
Date of next review:	April 2028
Approved by Governors:	April 2026



This policy applies to the whole school including the EYFS.

INTRODUCTION

The School aims to offer the highest quality of teaching, learning and support to all pupils in the pursuit of academic and personal excellence. The School has high expectations of all of its pupils and it strives to ensure that each and every pupil can take part in the whole school curriculum. The School values the diversity of its school community and appreciates the contribution that pupils with special educational needs and/or disabilities (SEND) can bring to school life.

The Special Educational Needs and Disability Act (SENDA) and the Equality Act 2010 impose a duty on schools to make reasonable adjustments to 'policies, criteria and practices' to address potential issues of discrimination.

The aim of this policy is to consider what the School has in place at the present time and to develop a strategy in order to:

- Reduce and, wherever possible, eliminate barriers that prevent disabled pupils from fully participating in the School's curriculum.
- Facilitate, promote and encourage full participation in the School community by pupils, prospective pupils, staff and adult users with a disability.
- Improve the physical environment for the benefit of disabled pupils
- Improve the delivery of information for the benefit of disabled pupils.

This policy should be read in conjunction with the following school policies: Admissions, Equality of Opportunity, Learning Support & SEND and First Aid & Medical Conditions Management.

DEFINITION OF DISABILITY

Under the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment.
- The impairment has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.

For the purposes of this policy, disabled pupils may include pupils with physical, mental or sensory impairments, pupils with learning disabilities and pupils with impairment by long-term or serious illness or condition.

The duty to make reasonable adjustments is owed to all disabled pupils and their parents to ensure that they will not be placed at a disadvantage. In drawing up its Accessibility Plan, the School will seek to:

- Increase the extent to which disabled pupils can participate in the School's curriculum.



- Improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of the education and benefits, facilities or services provided or offered by the School.
- Improve the delivery, to disabled pupils, of information which is readily accessible to pupils who are not disabled.

The School continually monitors and reviews its provision for pupils with special educational needs and/or disabilities. The School will aim to plan for positive solutions to enable disabled pupils to participate fully in school life, and in doing so will also take into account the following factors:

- The need to maintain high academic, sporting, musical and other standards.
- The financial resources available to the School.
- The practicalities involved.
- Health and safety requirements.
- The interests of other pupils.
- The pupil's disabilities and any preferences expressed by them or their parents.

ADMISSION OF PUPILS

The School is a mixed-ability, inclusive school. Prospective pupils are assessed to ensure that they will benefit from the education and opportunities offered by the School. There is no formal examination for entry to Nursery or Reception.

Although the School strives to be a fully inclusive and welcoming school, the School is known for its high educational standards and needs to be confident that it will be able to educate and develop the prospective pupil to the best of his or her potential in line with those standards and the general standards achieved by the pupil's peers. This criterion must continue to be met throughout the pupil's time at the School. The School applies this policy to all pupils and potential pupils, regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments.

THE PHYSICAL ENVIRONMENT

The School regularly reviews and takes steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the School.

However, the School is affected by the limitations of its layout, which consists of a number of old buildings of several levels and without lifts. The Senior Department is arranged with fixed classrooms for each subject, so that all the facilities for each subject are in one place. This requires pupils to go from classroom to classroom, often up steps and stairs. It is inevitable that any pupil with impaired mobility is going to be put at a disadvantage by these arrangements, if not prevented altogether from access to some or all of the educational and other facilities the School offers.



It is not feasible to remedy these matters entirely without making major alterations to the physical features of the school at a significant and prohibitive cost. Some necessary alterations would, in any event, be impossible to achieve due to the nature and design of the buildings themselves. Where possible, the School will make reasonable adjustments to improve physical access, but such matters will always be viewed in the light of the School's budgetary constraints.

The physical environment of the School is carefully thought about for each pupil with accessibility needs that joins us. Means of ingress, egress, classroom accessibility and any special requirements they may need to get the most out of their time with us is assessed by the Head and the Senior Leadership Team, the Head of Learning Development and external consultants as applicable.

Where necessary, a Personal Emergency Evacuation Plan (PEEP) is developed for individual pupils. This plan outlines the specific arrangements and support required to ensure a safe and effective evacuation in the event of an emergency.

The school will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. The School values, and will consider carefully, comments or suggestions about the accessibility of the school sites by disabled pupils, parents, staff or visitors.

PUPIL PARTICIPATION IN THE CURRICULUM

The School's Department for Learning Development provides help and support to all pupils identified as needing it. The School caters for a range of children with medical and learning difficulties.

The School's teachers will make any adaptations to their teaching style that can be reasonably incorporated and will help to ensure that any potential barriers to learning and participation by disabled pupils are removed. When planning day or residential visits out of school, these will, where possible, be organised to places that are accessible. Staff ensure that the appropriate risk assessments have been completed and precautions have been considered. If a visit were not accessible, the School would aim to provide alternative learning opportunities.

The School promotes the importance of using language that does not offend amongst both its staff and its pupils and ensures that, wherever possible, positive examples of disability are portrayed in teaching materials.

Pupils with SEN Support Plans are monitored and reviewed at key points throughout the year to assess progress relating to their targets.



Extra time for examinations will be permitted if an Educational Psychologist's report has diagnosed a specific learning difficulty or if a candidate has a physical disability or mental condition whereby processing, reading or writing speeds are found to be within the strict parameters identified by the Joint Council for Qualifications. Additional access arrangements for examinations will be put in place for those pupils who need them according to diagnoses or a normal way of working.

EARLY YEARS CHILDREN (RECEPTION CLASSES)

Early Years Children are eligible to apply for Early Education Funding and, accordingly, the School has regard to the SEND (Special Educational Needs & Disabilities) Code 2015 which means:

- The School plans for the four areas of need: Communication and Interaction, Cognition and Learning, Social and Emotional, Sensory and/or Physical needs.
- The School has a clear approach to identifying and responding to SEND.
- That, in addition to the two specific points in the Early Years for formal assessment, the School will monitor and review the progress of children throughout the year.
- Where a child appears to be behind expected levels, the School will follow the methodology outlined in the Code for gathering information and seeking "Early Help" if appropriate.
- The School will use the cycle of action: assess/plan/do/review to create a graduated response to needs.
- The School will provide guidelines to parents to help them seek external help from specialists or request an EHC (Education Health and Care) assessment.
- Parents will be informed if their child is receiving SEN support and any decisions to involve external specialists will be taken in discussion with parents.

WELFARE

The School acknowledges its responsibility to inform staff of what is expected of them when they are teaching a disabled pupil and to ensure that they are adequately resourced to enable them to respond appropriately to the pupil's needs. All members of staff are kept informed about any disabled pupils in the school and specific details of their condition and needs are held on the school database. Specific instruction and training is given to those members of staff teaching pupils with disabilities. Guidance and support from external agencies will be sought for staff involved with a disabled pupil.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are a fundamental part of school life. Wherever possible, adjustments will be made to enable disabled pupils to overcome any difficulties that they may have and enable them to take part in such activities as far as is practicable.



THREE YEAR ACCESSIBILITY PLAN

The following has been carefully considered by the School and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The Three Year Accessibility Plan is attached as Annex A. The results of the audit and continuous monitoring of the above has informed the action plan below, which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard²	Description
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the School's curriculum
3. (2)(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of the education and benefits, facilities or services provided or offered by the School.
3. (2)(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.



ANNEX A

THREE YEAR ACCESSIBILITY ACTION PLAN FOR 2025-2026, 2026-2027, 2027-2028

The regular review of disability provision at the School has informed the action plan below. The School will regularly monitor the success of this plan and it will also be reviewed annually by the governing body, the School's SLT and other appropriate staff.

AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
Improving access to the curriculum Use of data to highlight pupils needing support	Carry out regular standardised assessments to provide data to review pupils' progress	Time PiRA/PUMA GL Assessments CPI/MidYIS	Head of Learning Development, Head of JD, Deputy Head, EMT Academic Leads with assigned staff members On-going Monitored by DH and EMT	All pupils receiving regular age-appropriate standardised testing	
	Analyse data on an annual basis and review tracking	Time	As above Annual	All pupil progress being tracked and areas of concern highlighted	
	Respond to changing individual pupil needs	Time and resources -	As and when	Pupils able to access following change in circumstances	



AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
English as an Additional Language	Ensure clear info on EAL is recorded on registration / entry	Time	Registrar As parents complete registration forms On-going Monitored by Head	EAL or other language areas highlighted by parents/carers	
	Maintain a clear EAL list	Time	Head of Nursery, LS Practitioner (JD) and Head of Learning Development Termly Monitored by DH		
	Provide opportunities to monitor and develop the English of EAL pupils	Time The Bell Foundation Framework	All staff – on-going Monitored by Head of LD	EAL pupils given necessary support to improve their English and ensure they can access the curriculum fully	



AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
Ability of the School to provide examination concessions	Regular analysis of exam concessions by year group to ensure the School has the correct resources – devices, staff and rooms	Time and minor costs	Head of LD and Deputy Head Termly as per exam schedule Monitored by DH	Ensure recommended concessions are able to be offered (e.g. extra time, laptop, reader, scribe, rest breaks)	
Improving delivery of information Access to written material	Ensure materials for learning are available for those with visual impairment or other learning difficulties	Time and reprographics	All staff For each set of exams Head of LD	All pupils able to access material	
Use of Technology and Digital Resources	Provide devices to enable pupils to access their work, at school or remotely	School laptops or alternative devices / software as appropriate	Head of LD and Network Manager On-going Monitored by the DH	All pupils able to access their work online	
	Ensure pupils who would benefit from typing are provided with training	Touch-typing club on offer to these pupils	Head of LD LD team - HLTAs Monitored by DH	Touch Typing club is run by the LD team. Self-study option also provided	



AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
	Continue to develop the school's learning platforms to allow all pupils to access the work	Google Education Suite Seesaw	Head of Computing and Digital Learning (C&DL) Monitored by DH	Platforms continue to be used by pupils, parents and staff	
	Extend the use of school ipads and chromebooks to support LD pupils	Time and training	Head of C&DL All staff Monitored by LD	Greater opportunities for the LD pupils to use ipads for recording work	
	Investigate the use of Voice Recognition software	Cost and practicalities to be investigated and confirmed	Head of C&DL Monitored by LD	Pupils who would benefit from using this technology able to use it	
	Investigate accessibility applications, including reading software	Cost and practicalities to be investigated and confirmed	Head of C&DL Monitored by LD	Pupils who would benefit from using this technology able to use it	Currently being trialled



AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
Staff Training	Ensure the staff in the LD Department are up-to-date with the current legislation and requirements	Time and financial	Head, Head of LD, LD team and Deputy Head On-going, ensuring at least one training session on LD per year Monitored by DH	Department staff all up-to-date on training and issues	
	Provide teaching staff with training on: <ul style="list-style-type: none"> <input type="checkbox"/> Differentiating in class <input type="checkbox"/> Types of resources <input type="checkbox"/> Types of learning <input type="checkbox"/> Types of LD (e.g. EAL, ADHD, Autism, dyslexia) <input type="checkbox"/> Pupil-specific issues 	Time and financial	Head of LD, Head of Nursery, Head of JD and Deputy Head On-going – as above Monitored by LD	Staff all up-to-date on training and issues, and able to provide suitable work in class	



AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
Ensure Learning Development Department is suitably resourced and staffed	Review Dept. on a regular basis - last reviewed summer 2021	Internal or possibly using external consultant	Head, Deputy Head and Head of LD Every three years	Department operating effectively	
	Review the staffing balance within the department and across the school	Cost reviewed in March annually	SLT and Head of LD Annually Monitored by Head	Provision matching needs across the school	
	Ensure suitable staff recruited to support both Maths and English	Cost and time	SLT and Head of LD Annually	Support able to be provided in both these key areas	
Improving the physical environment	Review accessibility and site readability of the Junior Dept	Time and Financial	Head of Junior Department and Estates Manager	Internal stair lift and hoist installed and maintained.	
	Review ways to create step-free access across the SD playground sites – three levels.	Time and financial	Estates Manager and Head of Pastoral Care Monitored by Bursar	Completion of SD Development project which will provide level access around a central quad / courtyard	



AREA	ACTION	RESOURCES	WHO / WHEN	SUCCESS CRITERIA	NOTES
	Ensure clear markings on steps across the school	Time and financial	Estates Manager Monitored by Bursar	Clear nosings on steps	
	Review safety of external stairways	Time and financial	Estates Manager Monitored by Bursar	Staircases more accessible	
	Ensure safe access routes around the SD site - looking at slip hazards, handrails, etc	Time and financial	Estates Manager and Head of Pastoral Care Monitored by Bursar	Completion of SD Development project which will provide level access around a central quad / courtyard	