



INTERNATIONAL COLLEGE

ACCESSIBILITY POLICY

Person responsible: College Principals and SENCO, King's International College
Policy dated September 2019. To be reviewed September 2020.

The King's School, Canterbury International College

Accessibility Policy

ETHOS AND AIMS

The King's School, Canterbury International College aims to offer the highest quality of teaching and learning and support to all students in the pursuit of academic and personal excellence. We have high expectations of all of our students and we strive to ensure that each and every student can take part in the whole curriculum. We value the diversity of our community and appreciate the contribution that students with special educational needs (SEN) and/or disabilities can bring to College life.

We have an Admissions Policy and criteria (available to view on the International College website) which seeks to remove barriers to entry for students with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as stated in King's aims and ethos.

The College is committed to making reasonable adjustments to meet the needs of SEND students. We regularly review and take steps to improve the physical environment of the College and the wider King's community in order to increase the extent to which disabled students are able to take advantage of the education and associated services offered by King's.

We provide written information to students with disabilities in ways that are user-friendly and fully support the students in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled students are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for students. We promote the importance of using language that does not offend amongst both our staff and our students and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

CONTEXT

As of September 2019, the College has 0 statemented students, 0 Looked After Child (LAC) and 41 English as Additional Language (EAL) students. Students with IEPs/ provision maps are monitored regularly to assess progress relating to their individual targets.

Students with medical disabilities, including dyslexia, dyspraxia, ADHD, visual impairment, broken limbs, will be fully integrated into school life and participate in the whole curriculum including extra-curricular activities.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the College's equal opportunities policy for staff in our day-to-day management. We currently have no staff with medical disabilities, though staff with such disabilities would be provided with the necessary support for their roles.

We review annually the College's policies, procedures and facilities as they are likely to affect students and prospective students who are disabled. The governing body will also report on the effectiveness of the College's Accessibility Policy and on the impact of measures taken on the achievements of students with disabilities.

1. Access to the College Physical Environment

The Malthouse Site is newly completed, with full provision for disabled students and staff.

- Classrooms: English, Mathematics, Humanities, Music are all taught in classrooms on the ground floor of the College building, with access to disabled toilets via a lift. Science, Art and Drama are taught on the first and second floors of the Malthouse building, with access via a lift
- Boarding House: The student common room is on the ground floor of the College building. The bedrooms are on the first and second floors, with lift access. There are four flats specifically designed for disabled students.
- Dining : The Dining Hall is on the first floor of the Malthouse building, with access via a lift. A disabled toilet is located on the ground floor.
- Recreation and Sports: The Recreation Centre is accessible throughout with disabled persons' changing space available. Birley's sports facility has a new Pavilion which is also accessible.
- Travel and Transport: There is a minibus with disabled access. Transport can be hired with disabled provision as necessary.
- The King's School Campus: The senior school campus is well-spread in a Cathedral/historic setting and a World Heritage Site. Disabled access from one place to another is far from ideal. Most of the land in The Precincts is owned and controlled by the Dean & Chapter.

2. Access to the Curriculum

The College's SEND Policy lays out the ways in which it ensures that there are no barriers to learning for disabled students. Staff consider all students during curriculum planning and differentiation takes place as necessary. Extra support is put into place for those students requiring it. Students who work with laptops, reading pens or bilingual dictionaries have access to the correct equipment. The College ensures that exam access arrangements are organised for those students who need them.

3. Access to Co-curricular Activities

All students participate fully in extra-curricular activities, with full consideration given to what kind of activity will suit the student concerned and what kind of transport will be needed for them.

4. Access to Information

There is clear, regular communication with parents/guardians/students via emails, telephone, the Parent/Pupil Portal and Parent-Teacher meetings (once a year). Where there is a language difficulty, every effort is made to convey information through translation.

5. Access to examinations

Ensuring that the examination/examinations centre is accessible:

As stated above, facilities exist for students with disabilities to access the curriculum and all relevant areas of the College. External examinations take place at The King's School, Canterbury.

- In most cases, examination rooms will be used on the ground floor of the senior school. These are all located near emergency exits.
- The Shirley Hall (the main examination hall) is accessible (external lift to first floor). Locations are chosen to be accessible to disabled students.
- A private room can be arranged for an examination, where appropriate, with the Examinations Officer checking that the environment is suitable for the candidate. For example, that there is enough room for a wheelchair and its supports.
- Provision will be made, where appropriate, to ensure that those who need to take medication during the course of an examination, can do so in privacy and as quickly as possible.

- Examination rooms will be arranged, where possible, close to an accessible toilet.
- King's is committed to making all "reasonable adjustments" to meet the needs of disabled students, where necessary. For an exam, this may mean choosing a room that ensures that the candidate feels most comfortable or arranging specific lighting or tactile surfaces, etc.
- King's will ensure that both disabled candidates and staff are aware of the emergency evacuation procedures to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment.

Seating:

- Candidates will be seated in the examination room so as to make them feel more comfortable and to limit disruption for others.
- There will be sufficient space between desks and chairs to enable a candidate (or invigilator) that uses a wheelchair to enter and leave the area without difficulty.
- Chairs will be made available, where necessary, outside the examination rooms to enable those with mobility issues to sit and rest before they enter the examination.
- Seating will be appropriate and comfortable for those who may have a disability that affects seating and posture.

Signage:

- Signs for the examination and those provided by the JCQ will be suitably sized and adapted to meet the needs of candidates with a disability.
- Sign content will be simple, short and easily understood. Text and lettering will be in a clear, uncomplicated and reasonably sized font.

Emergency Evacuation:

- The Examinations Officer and invigilators will know what procedures are in place for those with a disability, in particular, for those who may need assistance to leave a building. They will make sure that when evacuation and emergency procedures are being explained to candidates, attention is given to appropriate explanation for those with a disability whose arrangements may be different.

Resources:

- Where computers are being used for an examination, King's will ensure that hardware and software has been properly adapted and tested for those who may use them, such as people with a visual or aural impairment. King's will also ensure that there are backups and alternatives in case support equipment ceases to function.

Improving the candidate experience:

The Examinations Officer will maintain a good, positive working relationship with the SENCO at the College to ensure that there are clear lines of communication.

Evidence to support applications for access arrangements will be obtained and recorded using key guidance provided by the College Council for Qualifications (JCQ) booklet, Access Arrangements and Special Consideration, to ensure that appropriate arrangements and facilities are made available which meet the requirements of any candidate with a disability. This will ensure the consideration of a whole range of adjustments, which can be made to ensure that there is a level playing field for candidates with a disability. These adjustments may include:

- Modified test papers, for example, enlarged print or Braille.
- Up to 25 per cent extra time (or considerably more if a candidate's disability is of a profound and extensive nature).

- A reader or scribe. Ensuring that the candidate is placed with a member of staff that they are used to working with and feel comfortable with.
- Supervised rest breaks.
- Different coloured scripts.
- Use of a bilingual dictionary.
- A prompter.
- Use of a computer or other technology.
- Use of an individual room.
- Exam results are made available through the student portal for all students individually.