



Accessibility Policy

Introduction

King's Bangkok is strongly committed to providing 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, wherever possible, to ensure that each and every student can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that students with special educational needs and/or disabilities can bring to the school.

1 Entry requirements

All students are required to meet the academic entry requirements of the school. The school must feel confident that a prospective student will benefit from the education offered in line with the general standards achieved by the student's peers so that there is a good chance that he or she will have a complete, happy and successful school career. These criteria must continue to be met throughout the student's time at the school. The school's policy is to apply these criteria to all students and potential students, regardless of any disability it is aware of, subject to its obligation to make reasonable adjustments so as not to put any student with a disability at a substantial disadvantage to any peers without a disability. The objective is to ensure that, subject to meeting the entry requirements and practicalities, the school is open to all regardless of physical or mental disability.

2 Admissions

The school asks all parents to complete their application form through OpenApply for prospective students. In addition, all parents complete the school's medical form, providing details of the nature and effect of any (potential) disability, medical condition or special educational needs and requests that subsequent disclosures will be made, if required. The purpose of obtaining this information is to allow the school to consider any adjustments it might need to make.

Parents of a disabled, or potentially disabled, child are required to provide full disclosure of any medical, educational psychologist or other reports regarding their child's disability, medical condition or special educational needs. In assessing any student or prospective student, the school may take such advice and require such assessments as it regards as appropriate. Failure by parents to make the necessary disclosure of information may prevent the school from making adequate provision of support.

The school recognises the potential enhancement to school life and education provided by inclusive policies; however, equal importance will be attached to ensuring that no student's education is impaired by this approach. The school's pastoral care system provides strong support for all students whether disabled or otherwise. Where students need particular treatment or medication, the medical room provides necessary assistance. The school has a Learning Enrichment (LE) department to provide support



to students with learning difficulties. Lastly, the school also has access to external counsellors and educational psychologists should their professional help be deemed appropriate.

3 The Learning Enrichment department

Our Learning Enrichment ('LE'), teachers are specifically focussed on assisting students with specific learning needs. The department has finite resources and cannot meet the needs of all disabilities. Although this is not exhaustive, difficulties which might be supported by the department comprise, for example:

- specific learning difficulties such as dyslexia, dyspraxia or AD(H)D;
- English as an additional language;
- physical or medical disabilities;
- behavioural or emotional problems; and
- students who need support due to school absence over a long period of time.

The department staff are responsible for:

- the day-to-day operation of the school's Learning Enrichment Policy;
- liaising with and advising other teachers;
- coordinating provision for students with specific needs;
- maintaining the school's LE register and overseeing the records on all students with specific learning needs;
- liaising with the parents of students with specific needs;
- liaising with medical staff;
- liaising with the examinations department; and
- contributing to the in-service training of staff.

4.1 Access to the physical environment

Our site has been built to be accessible for students with physical disabilities and we have disabled toilets at many accessible locations. We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of the education and associated services offered by the school.

4.2 Access to information

We provide written/electronic information to students in ways that are user-friendly and fully support the students in their learning experience. Technical support, where appropriate, is offered to the student in conjunction with the usual learning enrichment programme.

4.3 Access to the curriculum



The teaching staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by students with a disability are, where reasonably practicable, removed. We support our teaching and support staff with a training programme 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 and ensure that, where possible, positive representations of disability are portrayed in teaching materials.

In order that students with defined disabilities have equal access to the curriculum, students' needs and any adjustment in support of these needs are recorded in an individual Education plan (IEP). These profiles are made securely available to those teachers working with the student, and they are updated at least annually.

Where deemed appropriate, the LE teacher will provide support lessons on a one-to-one basis or in small groups. Occasionally, support may be given in class. Students in the school may be withdrawn from lessons, missing no more than one teaching period per subject per half-term. In exceptional circumstances, a member of SLT may give permission for a student to be withdrawn from lessons for LE support.

The school will make special arrangements for the sitting of public exams following consultation with the LE department and the receipt of a written assessment by a recognised, qualified practitioner. It is also possible that students who encounter physical or emotional disability in the period up to the exams may, with consultation, be granted special arrangements.

5.1 Guidance for parents

Parents are encouraged to work in close partnership with the staff. Parents are made aware at the beginning of the academic year when members of staff can be contacted and how to contact them. There are regular parent meetings and progress reports. If a parent has a concern about the academic progress of his/her child, the school encourages the parent to contact the form/house tutor. It is school policy to work closely with both the parents and students.

5.2 Guidance for students

All students, whether they are on the LE register or not, are encouraged to approach the LE department for help or advice.

All policies are reviewed regularly and are subject to change.