

Accessibility Plan

King Edward's School, Birmingham

Accessibility Plan 2015-2020

Introductory statement

This Accessibility Plan has been drawn up in consultation with the management and staff of the School and covers the period from March 2015 to February 2020. The plan will be kept under review during this period and will be revised as necessary.

This Accessibility Plan was last reviewed in March 2015.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan and other relevant policies can be made available in large print or other accessible format, if required.

Background

The School's layout and facilities

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School sits on a 50-acre site, its buildings dating from the 1930s. The 1930s buildings – the main teaching area of the school – are on 3 levels with no lifts or stairlifts however there have been substantial changes to the school since April 2012 with the completion of a Performing Arts Centre in 2012 (which does have a lift which permits access to the 2 main levels of the school) and the Brode Wing (which incorporates stair lifts at ground floor level). Both of these developments have improved accessibility to a large proportion of the school in recent months.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the School to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan can be read with the following policies, strategies and documents:

- School Prospectus
- Equal Opportunities Policies
- Health and Safety Policy
- Special Educational Needs and Learning Difficulties Policy

- Disability Policy.

The plan will be monitored through the Bursar.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensure awareness of disabled pupils' needs at Open Day	Awareness by Director of Admissions to potential issues either with access to school areas	If needed, tours for parents or children with mobility problems are arranged either on a separate day or with a special tour guide. Designated parking spaces available		Ongoing but tours are delivered as required to potential pupils that need it.
Short term	Ensure that the Admissions process to ensure that all potential candidates are fairly reviewed	Ensure SENCO is consulted with all potential pupils with disability to assess any reasonable adjustment required	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability.		Pupils requiring extra time and special arrangements are applying to the school.
Short term	Make entrances easy to use	Roll out use of Salto locks on access doors	Enable disabled pupils to move freely through access controlled entry points.		New sliding door on PAC. Gradual roll out of Salto.
Medium term	Enable staff to increase their knowledge and understanding of needs of disabled pupils should they be admitted to the school.	Training of staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.		Success of disabled pupils in examinations.
Medium term	Maintain commitment to a well-trained and qualified Learning Support team to support all pupils with	Maintaining budgets and training of specialist staff.	Staff have a qualified team to consult and to help to deliver education to disabled pupils		Success of pupils

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Medium term	Provide access to Big School enabling all visitors (including parents) to access parents evenings and Speech Days	Install stair lift on Oriel Staircase	If needed, pupils with limited mobility are able to navigate larger parts of the school (be that due to injury or disability)	Prepare quote for consideration for 2014/15 works	
Medium term	Improve stairways for pupils, staff and visitors with mobility issues		Install handrails to external steps from main school towards PAC	During 2016	Ongoing

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Provide text books in an easy to read format or larger print	If required, books are available in large format through Learning Support for pupils with difficulty reading	If required, pupils with reading difficulties can access different types of learning material through Learning Support	Ongoing for current pupils	Good outcomes for disabled pupils in exams
Short term	Ensure information in lessons can be read on the board and teachers voice can be heard	Ensure light and sound is optimised	All pupils can see and hear lessons to be able to get the best out of them	Immediate to optimise all pupils	Blinds and curtains operational in all classrooms; carpet in classrooms; AV equipment maintained
Short term	Ensure all pupils would be able to access Assemblies and Form Periods	Ensure all form groups with disabled pupils are in an accessible area	Ruddock Hall provides a second Assembly hall which is accessible so if required a disabled pupil could access Assembly		Disabled pupils will receive information on school life and activities
Medium term	Provide prospectus or admissions information in a larger typeface or with read aloud technology	Research sources of alternative formats including costings.	If needed, the School could provide written information on alternative formats.		Delivery of information to disabled pupils is improved.

Long term	Use of ICT to support students with disabilities in the classroom	Research new technologies for any new pupil with hearing or visual difficulties that disrupt learning in the current	If needed, the School could use technology to assist lesson delivery		Delivery of information to disabled pupils is improved.
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Reviewed by

Date reviewed