

Accessibility Plan

King Edward's School, Birmingham

Accessibility Plan 2020-2023

Introductory statement

This Accessibility Plan has been drawn up in consultation with the management and staff of the School and covers the period from January 2020 to January 2023.¹ The plan will be kept under review during this period and will be revised as necessary.

This Accessibility Plan was last reviewed in October 2020.

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). We have also had a new Sports Centre (The Brode Sports Centre) which has a lift. These developments have improved accessibility to a large proportion of the school.

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

¹ This is a period prescribed by Regulations.

- Health and Safety Policy
- Learning Support, Special Educational Needs and Disability Policy

The plan will be monitored by 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.

Reviewed October 2020 (to be reviewed Summer 2021)

The Bursar is responsible for the monitoring and review of the Accessibility Plan and reports to the Chief Master.

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

Targets	Strategies	Outcome	Timeframe	Goals achieved
Ensure awareness of disabled pupils' needs when they are planning to attend an 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	This is a constant aim	Separate tours are delivered as required to potential pupils that need particular adjustments if appropriate.
Ensure that the Admissions process to ensure that all potential candidates are fairly reviewed, with appropriate adjustments made if candidates have disabilities	Ensure the KES SENCO is consulted with in relation to all potential pupils with a disability. In order to assess any reasonable adjustments required	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability.	This is a constant aim	Pupils requiring extra time and special arrangements are applying sit the entrance test.
Proactive identification of pupils with learning difficulties	Training of staff.	Early identification of pupils with LDD and staff are confident in providing appropriate teaching and support for disabled pupils.	This a constant aim	Pupils with learning difficulties are identified on a timely basis
Increase staff knowledge and understanding of the needs of any disabled pupils admitted to the school.	Maintaining budgets and training of specialist staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.	Ongoing	Success of disabled pupils in examinations; identification of learning difficulties

Ensure that all staff are aware of pupils with learning disabilities	Use SIMS to communicate to all teaching staff about learning difficulties of pupils in their classes	Staff are able to make appropriate adjustments to their delivery of lessons and use of teaching resources to accommodate the needs of pupils with disabilities	Ongoing requirement	There is timely communication with teachers regarding students with learning difficulties (via email and CPOMS)
Clearly document current accessible routes across the school	Maintain up to date plans for wheelchair access across the school	Students have individual plans, when appropriate to meet their accessibility needs, to maximise access across the whole site	As required	Students with mobility issues have a map which indicates the classrooms and routes which are wheelchair accessible. This allows their timetable to be adjusted if necessary.

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

Targets	Strategies	Outcome	Timeframe	Goals achieved
Improve stairways for pupils, staff and visitors with mobility issues. Whilst there is now step free external access around the site the stairs out of the doors opposite the PAC do not have a handrail which would be helpful to visitors with mobility issues.	Install handrails to external steps from main school towards PAC	Handrails available for use on the steps opposite the PAC	Prepare quote for consideration for 2019/20 works	Handrails fitted Summer 2020

Improving the delivery of information to disabled pupils

Targets	Strategies	Outcome	Timeframe	Goals achieved
Ensure that teaching resources are accessible to all pupils including those with disabilities	Enlarge font on powerpoint or adopt similar strategies	If required, pupils with reading difficulties can access different types of learning material through Learning Support	Ongoing as required	Good outcomes for disabled pupils
Ensure in lessons pupils are able to read the whiteboard/screen and that pupils are able to hear the teacher's voice	Ensure light and sound is optimised by updating projectors Ensure that staff organise seating plans to overcome any sight or hearing issues	All pupils can see and hear lessons to be able to get the best out of them	Ongoing as required	Blinds and curtains operational in all classrooms; carpet in classrooms; AV equipment maintained
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	If needed, the School could use technology to assist lesson delivery	Evolving as appropriate for students attending KES. Teachers or SEN can investigate IT solutions available to assist lesson delivery to pupils with disabilities	Delivery of information to disabled pupils is constantly improving as needed.

Reviewed by Z Robinson
Date reviewed October 2020