



KING EDWARD'S SCHOOL  
BIRMINGHAM



KING EDWARD VI  
HIGH SCHOOL FOR GIRLS

# ACCESSIBILITY POLICY AND PLAN

<b>Committee</b>	Risk and Compliance
<b>Policy Type</b>	School
<b>Policy Owner</b>	Bursar - Finance and Estates
<b>Statutory</b>	Yes
<b>Published on website</b>	Yes
<b>Last review date</b>	October 2024
<b>Next review date</b>	October 2025
<b>Review Cycle</b>	Annually
<b>Expiry date</b>	N/A

<b>Version</b>	1.1
----------------	-----

Accessibility Plan 2024 - 2027

### **Introductory statement**

This Accessibility Plan has been drawn up in consultation with the management and staff of the Schools and covers the three year period from August 2024 – August 2027.<sup>1</sup> The plan will be kept under review during this period and will be revised as necessary.

### **Ethos and aims**

King Edward VI High School for Girls and King Edward's School ('the Schools') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the Schools. 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.

### **Legislation and guidance**

The Schools are committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The Schools' Special Educational Needs and Disability (SEND) Policies set out the policies on reasonable adjustments.

---

<sup>1</sup> This is a period prescribed by Regulations.

The Schools will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The Schools have regard to the need to allocate adequate resources for the implementation of this Policy.

### **Definition of disability and scope of the plan**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The Schools' Special Educational Needs and Disability (SEND) Policies outline the Schools' provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to pupils with SEND. This Accessibility Plan provides an outline of how the Schools will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the Schools' curriculum. This includes teaching and learning and the wider curriculum of the Schools such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the schools.
- improve the Schools' physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the Schools. This includes improvements to the physical environment of the schools and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the Schools will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The Schools recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

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 following aspects of school life have been considered when developing and reviewing the plan:

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

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

- School Prospectus
- Equal Opportunities Policies
- Health and Safety Policy
- SEND Policy
- Admissions policy

The plan will be monitored through the Bursar - Finance and Estates.

## **Background**

### **Welcoming and preparing for disabled pupils**

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

In order to meet the needs of disabled pupils, the Schools require full information. The Schools will ask all applicants for admission to the Schools 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 Schools should be aware. In assessing the pupil or prospective pupil, the Schools may need to take advice and require assessments as appropriate. The Schools will be sensitive to any issues of confidentiality.

### **KEHS layout and facilities**

The Schools are committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The Schools shares a 50-acre site and their buildings date from the 1930s.

In KEHS the 1930s buildings – the main teaching area of the school – are on 2 levels with one lift providing access to the majority of the teaching and break out areas. There have been substantial changes to the school's facilities since April 2012 with the completion of the Ruddock Performing Arts Centre in 2012 which has a lift and includes a dance studio, drama studio and an accessible concert hall. During 2015, all toilets used by visitors to the School were refurbished.

During 2019 a platform lift was installed by the music classroom which means that the music classroom, practice rooms, drama workshop and music studio are now accessible. Ramps were installed coming out of the music studio and entering the back of the dining room. This means that all areas of the main school are accessible.

The art block has been extended and refurbished (completed Spring 2023). This building is now fully accessible, with a lift installed to enable access to the first floor.

## KEHS Targets and strategies

### Increasing the extent to which pupils with SEND can participate in the school curriculum

Targets	Strategies	Outcome	Timeframe	Progress towards goals/Next steps
Ensure awareness of disabled pupils' needs when they are planning to attend an Open Day	Awareness by Admissions Registrar of potential issues in terms of access to school areas or other needs e.g. sensory needs	If needed, tours for parents or children who need support with mobility, or who have sensory needs, are arranged either on a separate day or with a special tour guide. Designated parking spaces are available	This is a constant aim	Separate tours are delivered as required, in liaison with the SENDCo, to potential pupils that need particular adjustments if appropriate.
Design the Admissions process to ensure that entrants to the entrance test are assessed fairly, with appropriate adjustments made if candidates have disabilities	Ensure the KEHS SENDCo is consulted with in relation to all potential pupils with a disability to assess any reasonable adjustments required	Appropriate arrangements in place 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 to sit the entrance test and appropriate provision
Proactive identification of pupils with SEND	All thirds are screened using GL Assessment Exact alongside undertaking MIDYIS.  Staff trained to identify potential learning needs and School referral system in place	Early identification of potential SEND and next steps for each pupil established	This is a constant aim	Pupils with potential SEND are identified on a timely basis.

Ensure that all staff are aware of pupils with SEND	Use SIMS and Teams to communicate to all teaching staff regarding pupils with SEND in their classes	Staff use IEPs to make appropriate adjustments to their delivery of lessons and use of teaching resources to accommodate the needs of pupils	This is a constant aim	There is timely communication with teachers regarding pupils with SEND. Updates throughout the year are communicated to teachers via email and SIMs is updated regularly
Increase staff knowledge and understanding of the needs of any pupils with SEND admitted to the school.	Maintaining budgets and training of specialist staff Dedicated INSET time to SEND training SENDCo working with HoDs and departments to tailor provision in subject areas Employ a dedicated SEND Expert and embed the enhanced processes into the school	Staff confidence in providing appropriate teaching and support for pupils with SEND and for them make at least expected progress	This is a constant aim  Fully embedded in 2022-23	Success of pupils with SEND in examinations. Increase in identification of needs of pupils through staff referral system.  The employment of a dedicated SEND expert has enhanced the information and support available to the wider teaching staff group

**Improving the physical environment of the school to increase access to education by pupils with SEND**

Targets	Strategies	Outcome	Timeframe	Progress towards goals/Next steps
---------	------------	---------	-----------	-----------------------------------



Provide a space dedicated to the needs of pupils with SEND	Identify and refurbish a room to be allocated to SEND	A refurbished SEND space will improve accessibility to the curriculum for pupils with SEND, improving the emotional wellbeing (and thus educational outcomes) for pupils with SEND	Planned to be complete by Easter 2023	Dedicated SEND space opened Easter 2023 SEND space identified as a key area of strength in NASEN review
Continue to improve the number of access routes to the first floor in the main KEHS building	Consider where another lift could be installed  Utilise the Master-planning project to understand the needs of pupils, staff and visitors (including parents)	An additional lift to the first floor in the main building will increase accessibility to the first floor	When new projects are planned consider the possibility of installing a lift	The Master planning scope includes accessibility as a key factor (stakeholder discussions have incorporated accessibility)

### Improving the delivery of information to disabled pupils

Targets	Strategies	Outcome	Timeframe	Progress towards goals/Next steps
---------	------------	---------	-----------	-----------------------------------

<p>Ensure that teaching resources are accessible to all pupils including those with disabilities</p>	<p>IEPs identify appropriate strategies for staff eg. enlarge font on powerpoint, coloured backgrounds, resources to scaffold</p>	<p>If required, pupils can access different types of learning material to access the curriculum</p>	<p>Ongoing as required</p>	<p>Good outcomes for pupils with SEND in exams which are documented and reviewed annually</p>
<p>Ensure in lessons pupils are able to read the whiteboard/screen and that pupils are able to hear the teacher's voice</p>	<p>Ensure light and sound is optimised by updating projectors</p> <p>Ensure that staff organise seating plans to meet any sight or hearing needs</p>	<p>All pupils can see and hear in lessons to access learning</p>	<p>Ongoing as required</p>	<p>Blinds and curtains operational in all classrooms; AV equipment maintained</p>
<p>Use of IT to support pupils with SEND in the classroom</p>	<p>Research new technologies for any new pupil with hearing or visual difficulties</p>	<p>If needed, the School could use technology to assist lesson delivery</p>	<p>Evolving as appropriate for students attending KEHS. Teachers or SENDCo can investigate IT solutions available to assist lesson delivery to pupils with SEND</p>	<p>Delivery of information to pupils with SEND is constantly improving as needed.</p>

### KES layout and facilities

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 has 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. The Southall Pavilion (Hockey) is step free to enter and has a lift. These developments have improved accessibility to a large proportion of the school. The cricket pavilion at Eastern Road is not step free nor does it have a lift.

### KEHS Targets and strategies

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

Targets	Strategies	Outcome	Timeframe	Progress towards goals/Next steps
Ensure awareness of pupils' with SEND 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 who need support with mobility, or who have sensory needs, 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.

<p>Ensure that the Admissions process to ensure that all potential candidates are fairly reviewed, with appropriate adjustments made if candidates have disabilities</p>	<p>Ensure the KES SENDCo is consulted with in relation to all potential pupils with a disability. In order to assess any reasonable adjustments required</p>	<p>Appropriate arrangements for candidates to assess their ability to join the school regardless of disability.</p>	<p>This is a constant aim</p>	<p>Pupils requiring extra time and special arrangements are applying sit the entrance test.</p>
<p>Proactive identification of pupils with learning difficulties</p>	<p>Training of staff to identify potential learning needs and School referral system in place  All thirds to be screened using GL Assessment Exact alongside undertaking MIDYIS.</p>	<p>Early identification of pupils with learning difficulties and staff are growing in confidence in providing appropriate teaching and support for pupils with SEND.</p>	<p>This a constant aim</p>	<p>Pupils with learning difficulties are identified on a timely basis</p>

<p>Increase staff knowledge and understanding of the needs of any pupils with SEND admitted to the school.</p>	<p>Maintaining budgets and training of specialist staff.</p> <p>Dedicated INSET time to SEND training</p> <p>SENDCo working with HoDs and departments to tailor provision in subject areas</p>	<p>Staff confidence in providing appropriate teaching and support for pupils with SEND.</p>	<p>Ongoing</p>	<p>Success of pupils with SEND in examinations who are reviewed annually in Exams Analysis by HOS and SENDCO.</p> <p>Increase in identification of needs of pupils through staff referral system.</p>
<p>Ensure that all staff are aware of pupils with SEND</p>	<p>Use SIMs to communicate to all teaching staff regarding pupils with SEND in their classes</p>	<p>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</p>	<p>Ongoing requirement</p>	<p>There is timely communication with teachers regarding students with learning difficulties (via email and SIMs)</p>
<p>Clearly document current accessible routes across the school</p>	<p>Maintain up to date plans for wheelchair access across the school</p>	<p>Pupils have individual plans, when appropriate to meet their accessibility needs, to maximise access across the whole site.</p> <p>Pupils with SEND display confidence in owning their own progress and seeking help from teachers.</p>	<p>As required</p>	<p>Pupils 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.</p>

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

Targets	Strategies	Outcome	Timeframe	Progress towards goals/Next steps
Improve the environment for areas where pupils with SEND are supported	Consider options to enhance the Study Centre (current SEND space)	A refurbished Study Centre and adjacent areas will improve accessibility to the curriculum for pupils with SEND, improving the emotional wellbeing (and thus educational outcomes) for pupils with SEND	Academic year 2024-25	The first stage of the refurbishment was completed during Autumn term 2023-24  Further improvements to the main area of the Study Centre are planned over the duration of this plan. The plan is for improvements to be actioned during the summer break 2024-25.
Continue to improve the number of access routes to the first floor in the main KES building – including a lift in Art/DT	Consider where another lift could be installed  Utilise the Master-planning project to understand the needs of pupils, staff and visitors (including parents)	An additional lift to the first floor in the main building or in DT will increase accessibility to the first floor	When new projects are planned consider the possibility of installing a lift	The Master planning scope included accessibility as a key factor (stakeholder discussions have incorporated accessibility)

### Improving the delivery of information to disabled pupils

Targets	Strategies	Outcome	Timeframe	Progress towards goals/Next steps
---------	------------	---------	-----------	-----------------------------------

Ensure that teaching resources are accessible to all pupils including those with disabilities	IEPs identify appropriate strategies for staff e.g. enlarge font on ppt, coloured backgrounds, resources to scaffold	If required, pupils can access different types of learning material to access the curriculum	Ongoing as required	Good outcomes for pupils with SEND
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 access learning	Ongoing as required	Blinds and curtains operational in all classrooms; carpet in classrooms; AV equipment maintained
Use of ICT to support pupils with SEND in the classroom	Research new technologies for any new pupil with hearing or visual difficulties	If needed, the School could use technology to assist lesson delivery	Evolving as appropriate for students attending KES. Teachers or SENDCo can investigate IT solutions available to assist lesson delivery to pupils with disabilities	Delivery of information to pupils with SEND is constantly improving as needed.