



KING EDWARD'S SCHOOL  
BIRMINGHAM



KING EDWARD VI  
HIGH SCHOOL FOR GIRLS

## Accessibility Plan

<b>Committee</b>	Risk and Compliance
<b>Policy Type</b>	School
<b>Policy Owner</b>	Assistant Head, Inclusion
<b>Statutory</b>	Yes
<b>Published on website</b>	Yes
<b>Last review date</b>	October 2025
<b>Next review date</b>	October 2027
<b>Review Cycle</b>	2 years
<b>Expiry date</b>	This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will become non-applicable once the updated version has been approved.
<b>Version</b>	v1.1

# **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. 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') strive to be a fully inclusive and welcoming schools and therefore aim 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. Please also refer to the Schools' Special Educational Needs 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) Policy outlines 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 Schools' 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 frame 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.

The Accessibility Plan will be reviewed as and when necessary. We will provide ongoing awareness training for all staff in the matter of disability discrimination.

## **Policy**

The Schools have adopted this accessibility plan in line with the Schools' Special Educational Needs and Disability Policy, with the aim of ensuring that our schools are academically and socially inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

## **The Schools' site**

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

There have been substantial changes to the Schools' 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 2019, a platform lift was installed by the music classroom in the main KEHS building, 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.

The new KEHS 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.

The new Sports Centre at KES (The Brode Sports Centre) has an incorporated stair lift at ground floor level. The Southall Pavilion is step free to enter and has a lift, however, the Cricket Pavilion at Eastern Road is not step free and does not have a lift.

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

Objective	Strategies	Actions and Time Frames	Progress towards/next steps
Ensure awareness and meet needs of prospective pupils with SEND during the admissions process.	<p>Admission team gather appropriate information from parents/carers and schools.</p> <p>Individual tours offered for pupils with mobility or sensory needs.</p> <p>Appropriate access arrangements facilitated for entrance exams at both schools.</p>	<p>Assistant Head, Inclusion to annually review admissions process in collaboration with Director of Admissions.</p> <p>Introduction of access arrangements for KEHS in September 2024.</p> <p>Both schools have the same procedure for access arrangements for entrance exams from September 2024.</p>	<p>The schools continue to provide individual tours and cater to specific requirements e.g. accessible parking spaces</p> <p>Next review of admissions planned for November 2026.</p>
Proactive identification of pupils with SEND.	<p>All Year 7 pupils are screened using GL Assessment Exact alongside undertaking MidYIS and appropriate actions taken.</p> <p>All teaching staff trained to identify potential learning needs.</p> <p>Schools have referral system in place for staff to identify pupils with a possible learning need.</p>	<p>Autism and ADHD training for all teaching staff during academic year 2023-24.</p> <p>Ongoing access to training via SEND Bulletin, staff meetings, Neurodiversity Week sessions and SENDCo clinics.</p>	<p>Pupils are continued to be referred by members of staff and identified, particularly in lower school.</p> <p>SEND training planned for all staff during academic year 2025-26.</p>
Ensure that all staff are aware of the needs of pupils with SEND.	<p>All staff briefed of location of SEND information. Central register and K codes on SIMs.</p> <p>All pupils with SEND have an IEP.</p> <p>Information updated in a timely manner to inform staff of pupils' needs.</p>	<p>All staff attend a SEND session during each September INSET every year.</p> <p>Ongoing access to training via SEND Bulletin, staff meetings, Neurodiversity Week sessions and SENDCo clinics.</p>	<p>Staff able to access IEPs and register.</p> <p>Quality assurance through termly SEND drop ins to monitor effectiveness of IEPs.</p> <p>SEND training planned for all staff during</p>

		<p>New staff induction session for SEND every September and when staff start mid-year.</p> <p>Both schools using same IEP format from September 2024.</p> <p>Termly SENDCo drop ins to lessons to monitor effectiveness of IEPs.</p>	academic year 2025-26.
<p>Increase staff knowledge and understanding of appropriate adaptive teaching strategies.</p>	<p>CPD programme incorporates staff training on adaptive teaching.</p> <p>Tailored subject-specific training for departments.</p> <p>Dissemination of good practice.</p>	<p>SENDCo attended department meetings at KEHS during academic year 2023-24.</p> <p>Assistant Head, Inclusion attended KES department meetings during academic year 2024-25.</p> <p>SENDCo or Assistant Head, Inclusion to attend all HoD meetings.</p> <p>KES and KEHS T&amp;L focus of adaptive teaching for academic years 2024-25 and 2025-26.</p> <p>Good Practice Fair at KEHS in June 2025.</p>	<p>Departments at both schools have had SENDCo or Assistant Head, Inclusion join a department meeting.</p> <p>Departments to have SEND/adaptive teaching as a standing agenda item.</p> <p>Continue to focus on adaptive teaching in staff CPD sessions during academic year 2025-26.</p>
<p>Embed mechanisms to listen to views of pupils with SEND.</p>	<p>Ensure representation of pupils with SEND on pupil voice groups.</p> <p>Collate pupil voice through suggestion boxes and surveys.</p>	<p>Assistant Head Inclusion to liaise with pastoral teams to check representation on pupil voice groups annually.</p> <p>Suggestion boxes in Warnock Room and Vince House by September 2025.</p> <p>Warnock Room Pupil Survey in April 2025.</p>	<p>Pupils with SEND continue to display confidence in owning their own progress and seeking help from their teachers.</p> <p>Continue to make changes to the Warnock Room from pupil feedback.</p>

Raise awareness across the schools' community regarding disability.	<p>Both schools to mark Neurodiversity Celebration Week.</p> <p>Assemblies to address misconceptions and raise awareness.</p> <p>Staff training on use of inclusive language.</p>	<p>Joint Neurodiversity Celebration Week in March 2025.</p> <p>Whole school activities to raise awareness.</p> <p>At least one assembly per year on inclusion and disability.</p> <p>Staff training at both schools on inclusive language during academic year 2023-2024.</p>	<p>Both schools ran whole school, external speaker sessions, pupil-led sessions, staff training and delivered assemblies for Neurodiversity Celebration Week 2025. Plan to include more pupils from KES in 2026.</p> <p>Refresher training on inclusive language planned for academic year 2025-26.</p>
All co-curricular activities and trips are planned to include the participation of all pupils.	<p>For trips, SEND and medical information is reviewed and referred to with relevant appropriate strategies and changes made to risk assessments, prior to final approval by Deputy Head (Co-curricular).</p> <p>All residential trip leaders meet with pastoral staff, SENDCo and medical staff also consulted as appropriate.</p> <p>Flag on final submission of all trip details that asks for Trip Leader's acknowledgment that arrangements are in place, if necessary.</p> <p>All staff have ease of access to IEPs to meet pupils' needs during co-curricular activities.</p>	<p>Deputy Head (Co-curricular) to review Trips Policy and Procedures bi-annually in collaboration with KEHS and the KES Head of Health and Safety.</p>	<p>KES to align Trips Policy with KEHS.</p> <p>Both schools to work toward the introduction of Evolve for Trip Management, coinciding with the introduction of the new MIS.</p> <p>Schools to explore ways of more accurately monitoring participation in activities by pupils with SEND.</p>
Continue to improve medical provision at both schools to cater for the needs of	<p>The schools have medical areas open during the school day so that qualified help can be summoned immediately by a School Nurse or School First Aider.</p>	<p>New KES School Nurse started September 2025.</p> <p>SENDCo attends half termly pastoral briefings/meetings</p>	<p>Medical areas continue to be improved and modernised.</p>

pupils with disabilities.	<p>School Nurse is available to discuss any pupil's health, and management of any medical condition, with parents/carers. Please refer to each school's First Aid Policy on the school website.</p> <p>All staff made aware of pupils with long term medical conditions and undertake suitable training.</p> <p>SEND Team to work closely with School Nurse and Pastoral Teams to cater for pupils' needs.</p> <p>SENDCo meets with members of staff in charge of residential trips to plan provision for pupils with SEND.</p>	Medical updates given to all staff during September INSET days.	
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### Improving the physical environment of the school to increase access to education by pupils with SEND

Objective	Strategies	Actions and Time Frames	Progress towards/next steps
Provide dedicated spaces for the use of pupils with SEND.	<p>KEHS Warnock Room established and used by pupils across all year groups.</p> <p>Development of space for pupils with SEND at KES.</p>	<p>Review of Warnock Room in academic year 2024-25. Changes made from feedback from pupils.</p> <p>Vince House refurbished for September 2025 as a new neurodivergent friendly, dedicated space for pupils with SEND at KES.</p>	<p>Develop the outside space in the garden of Vince House.</p> <p>Plan for future proofing the Warnock Room.</p>
To improve the access routes to school buildings.	Nearly all buildings are accessible via wheelchair.	Consider where additional lifts (full, platform or stair) could be installed, especially to the first floor in the main buildings.	When new projects are planned, architects will include lifts in their designs (and costings).

To clearly document current accessible routes across the schools.	Accessible routes documented for KES.  New KEHS Art and DT block is fully accessible.	New accessible route to be planned to allow access to Vince House by July 2027.	Develop the existing documentation of accessible routes to cover both schools (and between the schools).
Pupils with disabilities to be able to access accessible toilets at both schools.	Specific allocated accessible toilets across both schools with clear signage.	Currently, there are six accessible toilets across both schools, including one accessible changing room in the KES Brode Sports Centre.	Develop an accessible changing space at KEHS in the future.  All new refurbishment and potential new buildings to consider accessible toilets and changing facilities, if appropriate.

### Improving the delivery of information to disabled pupils

Objective	Strategies	Actions and Time Frames	Progress towards/next steps
Ensure that teaching resources are accessible to all pupils including pupils with SEND.	<p>All pupils with SEND have an IEP that outlines reasonable adjustments to be put into place.</p> <p>Dedicated INSET and staff meeting time to SEND training and adaptive teaching.</p> <p>Progress of pupils with SEND closely monitored by SEND team, HoDs and SLT.</p>	<p>IEPs reviewed biannually as a minimum.</p> <p>Progress data analysed after mock exams and end of year exams annually by HoDs and SENDCo.</p> <p>Termly SENDCo drop ins to evaluate effectiveness of IEPs.</p> <p>KES SEND Conference once a half term to discuss pupils with wider leadership.</p> <p>KEHS Department Reviews include SENDCo and Assistant Head, Inclusion.</p> <p>KEHS and KES academic and pastoral team meetings after mock and end of year exams</p>	<p>Continue to equip staff with strategies from IEPs through staff training.</p> <p>Continue to monitor progress of pupils and plan interventions to support pupils accordingly.</p> <p>Continue to support staff with adaptive teaching and quality assure IEPs.</p>



		to analyse progress and plan interventions.	
Use of ICT supports pupils with SEND in the classroom.	<p>Light and sound optimised by updating projectors and installing blinds.</p> <p>Laptops are provided for pupils who need access to a word processor.</p> <p>Teams is used to provide materials for pupils who are away from school.</p> <p>IEPs highlight ways in which IT can support pupils with SEND.</p>	<p>Ongoing replacement of blinds and projectors.</p> <p>IEPs reviewed biannually as minimum.</p> <p>Staff training on Teams in academic years 2023-24 and 2024-25.</p> <p>Teams session in September 2025 INSET.</p> <p>Both dedicated SEND spaces have laptops for loan by pupils.</p>	Continue to provide Microsoft training for teaching staff.
The Schools' websites communicate the provision available for pupils with SEND.	Schools to have a dedicated page on their website for SEND, which outlines current provision, staffing and useful links for parents.	KES webpage to be rebranded from Learning Support to SEND and updated by September 2025.	Both webpages to be updated when appropriate.

