



**KING EDWARD VI  
FOUNDATION  
BIRMINGHAM**

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## Accessibility Plan

<b>Responsible Board/Committee</b>	Full Governing Body
<b>Policy Type</b>	School
<b>Policy Owner</b>	Lyndsey Maginnis, Deputy Head & DSL
<b>Statutory</b>	Yes
<b>Publish Online</b>	October 2023
<b>Date Adopted</b>	September 2021
<b>Last Review Date</b>	September 2021
<b>Review Cycle</b>	Biennial
<b>Next Review Date</b>	July 2025
<b>Expiry Date</b>	July 2025
<b>Version</b>	1

### **Key Contact Personnel**

Member of SLT responsible for the policy: Lyndsey Maginnis

SENDCo: Lyndsey Orr

Named Governor with lead responsibility: Fazle Khinkabwala

## **King Edward VI Camp Hill School for Girls**

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

### **Key Objectives of the Accessibility Plan**

- a to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, prospective students, parents and staff with a disability;
- b to develop the physical environment of King Edward VI Camp Hill School for Girls to increase the extent to which disabled students, staff and visitors can take advantage of education and associated services;
- C to improve communication to students and parents/carers.

### **Principles**

- Compliance with the DDA is consistent with the School’s aims and equality schemes, and the operation of the School’s SEND policy;

The School recognises its duty under the DDA (as amended by the SEN and Disability Act 2001):

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- to publish an Accessibility Plan.

The School recognises and values parents’/carers’ knowledge of their child’s disability and its effect on their ability to carry out normal activities, and respects the parents’/carers’ and child’s right to confidentiality;

The School provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to student’ diverse learning needs

- consulting with appropriate support agencies
- overcoming potential barriers to learning and assessment for individuals and groups of students.

## **Activity**

### **a) Education and related activities, to increase the extent to which disabled students can participate in the school curriculum**

The School will continue to seek and follow the advice of appropriate LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. We see this as covering not only teaching and learning, but also the wider curriculum such as extra-curricular and super-curricular activities provided.

- Yearly planning for a more inclusive curriculum;
- Changes to teaching and learning arrangements;
- Classroom organisation;
- Deployment of auxiliary aids and personnel;
- Information and training for staff.

### **b) Physical environment**

The School will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings (*DfES Guidance 'Accessible Schools'*).

### **c) Provision of information**

The School will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested (*DfES Guidance 'Accessible Schools'*).

- Modified examination papers
- Modified resource and support material
- ICT facilities

## **Action Plan**

See attached (Appendix 1)

## **Linked Policies and Information**

This Plan will contribute to the review and revision of related school policies, e.g.

- School development plan
- Staff CPD
- Building and site development plan
- SEND policy
- SEND Information Report
- Supporting pupils with medical conditions policy
- Equal Opportunities policy
- Curriculum policies
- An Overview of Access Arrangements, Reasonable Adjustments

Attachment: *Appendix 1. Accessibility Plan 2023-2025*



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**Accessibility Plan  
Action Plan 2023**

**Appendix 1**

	Objective	What	How	When	Impact
Short term	1 Ensure compliance with Disability Discrimination Act (DDA) and Code of Practice (CoP)	<ul style="list-style-type: none"> <li>Review an audit of school's progress on meeting requirements and access additional guidance.</li> </ul>	<p>Staff meeting Governors meeting</p> <p>External consultancy to be used for review where appropriate.</p>	<p>Spring Term 2024</p> <p>Spring Term 2024</p>	School complies with requirements of DDA and CoP
	2 To improve the delivery to disabled students of information that is provided in writing, improving availability of written material in alternative forms.	<p>Curriculum delivery/delivery of materials in other formats.</p> <p>School to continue to provide written information in alternative formats where required and requested.</p>	<p>SENDCo researches and discuss with appropriate agencies to ensure alternative formats are provided to benefit the learner.</p> <p>Additional time requirements in practical work understood and planned for where required.</p> <p>Diagrams described and relevant materials read out loud if appropriate.</p> <p>Copies of slides and diagrams available to students where appropriate.</p> <p>Google Classroom as a resource bank, aiding any adaptation and support required for students with medical needs.</p>	From Summer 2023	<p>School able to deliver information to all pupils with disabilities, parents/carers and visitors where requested.</p> <p>Disabled students able to access curriculum more effectively.</p>

			SEND information available to all staff and further training on implementation and differentiation of curriculum if required. Monitoring indicates differentiation in place targeted at disabled/SEND/other nominated students.			
Medium term	3	Improve environment for students with visual and hearing impairment.	Investigate deaf alerter on fire alarm system and visual alarm. Signs and other aspects of the physical environment to be checked for clarity and understanding for visually impaired.	Replace signs where necessary to take account of appropriate colour schemes/size/height for signs. Highlight stairs and handles where required. Plan to install additional systems as part of longer term planning.	Summer 2024	Students able to access emergency and whole school information.  Routes around school clear and understood and safe.
	4	To increase the extent to which disabled students can participate in the school curriculum	Review organisation of classrooms for disabled students	Seek guidance from specialists (e.g. Hearing Impaired Service, Pupil and School Support) taken in arranging classrooms for maximum benefit to disabled students.	Summer 2024	Monitoring indicates of Disability/SEND students taken into account in organising the environment for learning. Disabled students able to access learning environment more effectively.
Long term	5	Improve access including to all upper floor teaching areas	Look at adjustments to hall steps. Investigate improved access to Art room. Ensure appropriate access to newly designed refurbishments, including extension of Studio Dining Room.	Planned use of delegated capital allocation, as part of planned refurbishment	2025	All teaching areas accessible All Dining Rooms accessible including new refurbishments.