



King Edward VI School

Accessibility Plan

May 2017

Three Year Plan Covering 2016-19

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students/students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students/students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

This plan sets out the policy of the school to relation to access to education for disabled students in the three areas required by the planning duties in the DDA:

- 1 Curriculum: increasing the extent to which disabled students/students can participate in the school curriculum and that all students/students have the opportunity to learn about and see modelled, the principles of inclusion.
- 2 Physical environment and access arrangements: improving the physical environment of the school to increase the extent to which disabled students/students can take advantage of education and associated services;
- 3 Delivery of information: improving the delivery to disabled students and adults, of information which is provided in writing for students who are not disabled.

King Edward VI School Context

King Edward VI School is a mixed comprehensive school with 1689 on roll students. It is the vision of the school to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. Students and staff should be provided with the opportunity to experience, understand and value diversity. They should develop values which prepare them for and help them to develop an appreciation of life in modern Britain. King Edward VI School has three core values – Respect, Determination and Teamwork. The school aims to reduce and remove barriers to learning in every area of the life of the school and is committed to delivering equal opportunities, and best provision for all students and students.
(See Equalities Policy, SEND Policy)

Definition of Disability: “A person suffers 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.” DDA. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties.

1. Curriculum

The reasonable adjustments needed for each student are assessed at transition, on admission and through data analysis, Annual Review of students with statement or EHCP and via an Individual Risk Assessment Plan as necessary.

King Edward VI School recognises that key elements in a successful planned and accessible approach are likely to be:

- a focus on medium-term planning at the level of schemes of work;
- a focus on differentiation and accessibility of lessons;
- a clear assessment of the current National Curriculum levels of the full range of students, particularly in relation to speaking and listening levels;
- high expectations;
- appropriate deployment of learning support; appropriate student grouping and use of peer support.

As such, King Edward VI School reviews the use of SENCo time, Learning Support resources, the training needs of subject staff, deployment of Teaching Assistants, how schemes of work, including PSHEE develop awareness of disability through the curriculum and access to specialist support, on a regular basis.

Disabled students need access to the 'formal' 'taught' curriculum of the school, but also to activities of the school day and beyond the school day, for example:

- recreation;
- movement around the school;
- special events: sports days, visits by speakers etc.;
- extra-curricular activities: breakfast clubs, after-school clubs;
- school trips require an assessment of pupil and student needs and accessible transport is available from Suffolk CC.

King Edward VI School is committed to ensuring that this takes place and reviews outcomes for disabled students, including:

- a detailed analysis of outcome data: year group progress checks, attributes for learning and end of Key Stage outcomes;
- achievements in extra-curricular activities e.g. support for access to school show rehearsals, sports activities and extra-curricular events including sailing, horse riding and team sports.

2. Physical Environment

The physical environment of the school has a differential impact on access for different groups of disabled students. Different aspects of the physical environment need to be considered in relation to different groups of students.

The SENCO undertakes an assessment of accessibility needs based on Year 6 statement information – around May/June in year prior to student joining the school.

King Edward VI School complies with DDA access requirements e.g.

- First floor areas are accessible by lift in the Arts Centre only
- Disabled toilets are provided in all teaching blocks and a fully equipped changing and toilet facility enables personal care for wheelchair users
- Accessibility of extra-curricular provisions e.g. library on ground floor, homework clubs on ground floor.

All site accessibility work will be assessed annually on the basis of need of intake and progression by students through the school. The Business Manager, Facilities Manager, SENCo will walk the site with relevant expert support e.g. Visual Impairment Access manager. The responsibility for progressing this work will be handed over to the Facilities Manager, who will report directly to the Business Manager.

Aspects of the school environment are to be considered against accessibility criteria when renovation work is undertaken, to include:

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;
- improvements to toilets, washing and changing facilities; changes to the layout of the playground and other common areas;
- the provision of ramps and lifts and improvements to doorways;
- the provision of particular furniture and equipment to improve access.

3. Delivery of Information

Information for disabled students provided in writing for students/students and parents who are not disabled might include: handouts, timetables, worksheets, notices, information about school events, letters home, Parentmail.

Improving the delivery of information might include making information available: in Braille, in large print, in simplified language, on audio-tape, on video-tape, through sign language, using a symbol system or

pictorial system on different coloured paper.

Identifying the appropriate format must take account of:

- students' impairments: access to information may be improved for particular groups of students by particular approaches, for example: students with learning difficulties may be able to access information more easily where it is provided in simplified language;
- students with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems;
- preferences expressed by students or their parents.

Accessibility Plan 2016-2019– appendix Action Plan

Ongoing training of TAs and teachers to prepare for transfer of the diverse range of needs of students will be anticipated each spring, as soon as intake information is available. Prior to this, the Learning Support Team as well as the Director of Transition visit feeder schools for so that some initial information can be obtained.

Accessibility themes such as disfigurement, prejudice related bullying are included in the PSHEE curriculum and are themes in the tutorial programme.

Key action points

- To continue to review the accessibility of the school site for hearing impaired students including installation of sound fields as necessary. Recent acoustic tests have highlighted key areas for further development, including the school's sports hall and some classrooms in 'A' block. Relatively low cost solutions have been identified by a consultant visiting the school.
- Review the whole school door signage to ensure consistency and appropriate size and colour
- Continue to develop training for Teaching Assistants and teachers in specific learning difficulties e.g. autism, ADHD and visual impairment.
- Continue to adapt the curriculum to enhance the inclusive ethos.
- Continue to further develop whole school literacy initiatives

A coherent Fire Plan is reviewed each November and as appropriate for mid-year transfers.

- There are ongoing discussions with the school's premises manager regarding the impact of the fire alarm sounding on students who have ASD (Autistic Spectrum Disorder).
- Consideration of structured preparation of |ASD students- what the alarm sounds like, why it has to be sounded, what you have to do.

An updated progress report will be made available to governors annually after discussion with the governor link

To be reviewed November 2017 and annually to 2019.