



Curiosity | Care | Courage | Creativity

King Edward VI School

Accessibility Plan

Our Vision:

To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.

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Drawn up by:	Deputy Head - Inclusion
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Summary of Changes

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Page 1	Changes to Core values
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Page 3	Changes to job titles
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Three Year Plan Covering 2026-2029

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 less favourably for a reason related to their disability
- To make reasonable adjustments for disabled 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 in 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 can participate in the school curriculum and that all students have the opportunity to learn about and see modelled principles of inclusion
2. Physical environment and access arrangements: improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services
3. Delivery of information: improving the delivery of written information to disabled students.

King Edward VI School Context

King Edward VI School is a mixed comprehensive school with a Pupil Admission Number (PAN) of 1200. It is the vision of the school to ensure that the culture and ethos 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 four core values – Curiosity, Courage, Care and Creativity. 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. (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 an 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
- High expectations

- Appropriate deployment of Learning Support; appropriate student grouping and use of peer support.

As such, King Edward VI School reviews the Learning Support Assistants, and how schemes of work (including PSHE) develop awareness of disability through the curriculum on a regular basis.

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

- Recreation
- Special events: sports days, visits by speakers etc
- Extra-curricular activities: breakfast clubs, after-school clubs
- School trips, which require an assessment of student needs. 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 extracurricular 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 the academic year prior to the student joining the school.

King Edward VI School complies with DDA access requirements in the following ways:

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

The school recognises that most areas of the school do not meet the DDA access requirements, and the most recent access Survey Report has indicated that there are 14 significant structural barriers to gaining full access to the majority of teaching areas in the school. Regrettably many of the specialist school teaching areas are not accessible for students in wheelchairs or with significant mobility challenges.

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 adviser. 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 (see Access Survey report undertaken by Vertas)
- The provision of particular furniture and equipment to improve access.

3. Delivery of Information

Information for disabled students provided in writing might include: handouts, timetables, worksheets, notices, information about school events, letters home, Parent mail.

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.

Ongoing training of Learning Support Assistants (LSAs) 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 Special Educational Needs (SEN) Team, the Deaf Resource Unit (DRU) and the Link SLT to Year 7, will visit feeder schools so that some initial information can be obtained. Accessibility themes such as disfigurement, prejudice-related bullying are included in the PSHE curriculum and the tutorial programme.

Key action points

- To continue to review the accessibility of the school site for deaf students including installation of sound fields as necessary.
- Review the whole school door signage to ensure consistency and appropriate size and colour.
- Continue to support teachers to develop their knowledge of 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 Business Manager regarding the impact of the fire alarm sounding on students who have ASD (Autistic Spectrum Disorder).
- Consideration given by the SEN Department for the structured preparation of students with ASD: what the alarm sounds like, why it must be sounded, what you must do when you hear it.

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

Linked Policies: [Policies - King Edward VI School](#)

SEND Policy

SEND Information report

Equalities Policy

First Aid and Medical Conditions

Health Safety and Welfare