

King Edward VI High School for Girls Accessibility Plan

Accessibility Plan 2015 - 2018

Introductory statement

This Accessibility Plan has been drawn up in consultation with the management and staff of the School and covers the five year period from July 2015 – July 2018.¹ The plan will be kept under review during this period and will be revised as necessary.

This Accessibility Plan was last reviewed in July 2015 and a new plan set in place for the next 3 year cycle under the leadership of the Bursar and Principal.

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.

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

Background

The School's layout and facilities

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School shares a 50-acre site with King Edward's School and its buildings date from the 1930s. 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 classrooms and science labs. 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 were refurbished.

There are three main areas that are not accessible from the main core of the school – the Drama Studio and the Music classrooms and the Dining Hall.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the school curriculum

¹ This is a period prescribed by Regulations.

- improve the physical environment of the School to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

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

- School Prospectus
- Equal Opportunities Policies
- Health and Safety Policy
- Special Educational Needs and Learning Difficulties Policy
- Disability Policy.

The plan will be monitored through the Bursar.

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 School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School 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 School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

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Reviewed August 2017 (to be reviewed September 2018)

The Bursar is responsible for the monitoring and review of the Accessibility Plan and reports to the Principal.

The implementation and review of the Accessibility Plan and all curriculum issues are presented to the Education Committee of the ISGB

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensure awareness of disabled pupils needs at Open Day	Awareness by Admissions Registrar of potential issues either with access to school areas	If needed, tours for parents or children with mobility problems are arranged either on a separate day or with a special tour guide. Designated parking spaces available	Ongoing	Ongoing but tours are delivered as required to potential pupils that need it.
Continuous	Ensure that the Admissions process to ensure that all potential candidates are fairly reviewed	Ensure SENCO is consulted with all potential pupils with disability to assess any reasonable adjustment required	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability.	Ongoing	Pupils requiring extra time and special arrangements are applying to the school.
Short term	Proactive identification of pupils with learning difficulties	Review of MidYIS data to identify markers of dyslexia	Earlier identification of pupils with LDD	By July 2016	Success of pupils
Short term	Ensure that all staff are aware with pupils with learning disabilities	Use SIMS to communicate to all teaching staff about learning difficulties of pupils in their form	Staff able to flex lessons to accommodate disability.	September 2015	Success of pupils

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Medium term	Enable staff to increase their knowledge and understanding of needs of disabled pupils should they be admitted to the school.	Maintaining budgets and training of specialist staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.	By July 2016	Success of disabled pupils in examinations; identification of learning difficulties
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Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Improve access in corridors	Remove cupboards and carpet to widen corridors	Pupils and visitors with mobility difficulties will find moving through the school easier	Ongoing – ground floor substantially complete.	Improved routes through school buildings. Cupboards removed from RS corridor in Summer 2016
Medium term	Provide access to remaining parts of school building not served by a lift (Dining Hall, Music Studio, Practice rooms, Drama studio.	Provide DDA compliant ramp access to Music Studio, Practice rooms and Drama studio.	Safe ramp access to almost all of the school	By July 2016	Increased access to school buildings Works completed in Summer 2016 to lower kerbs to create wheelchair accessible routes to Performing Arts Centre from Disabled Parking Bays

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Longer term	As above	Consider installing two stairlifts to provide access to lower level of the school incorporating the Dining Hall, Music Classroom and Drama studio	If needed, pupils and visitors with limited mobility are able to navigate all areas of the school (be that due to injury or disability)	By 2018	Access to all areas of the school building completed.
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Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Provide text books in an easy to read format or larger print	If required, books are available in large format for pupils with difficulty reading	If required, pupils with reading difficulties can access different types of learning material	Immediate if required	Good outcomes for disabled pupils in exams
Short term	Ensure information in lessons can be read on the board and teachers voice can be heard	Ensure light and sound is optimised by updating projectors	All pupils can see and hear lessons to be able to get the best out of them	Immediate to optimise all pupils	Blinds and curtains operational in all classrooms; carpet in classrooms; AV equipment maintained
Medium term	Provide prospectus or admissions information in a larger typeface or with read aloud technology	Research sources of alternative formats including costings.	If needed, the School could provide written information on alternative formats.	During next website update – by 2018	Delivery of information to disabled pupils is improved.

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Long term	Use of ICT to support students with disabilities in the classroom	Research new technologies for any new pupil with hearing or visual difficulties that disrupt learning in the current	If needed, the School could use technology to assist lesson delivery	Immediate if required	Delivery of information to disabled pupils is improved.
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