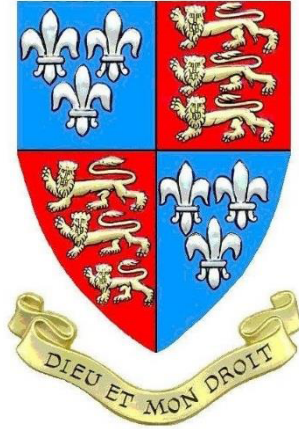


# King Edward VI Grammar School



## Accessibility Plan

## **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

## **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 Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

## **Principles**

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
- The school recognises its duty under the DDA (as amended by the SENDA):  
Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services  
Not to treat disabled pupils less favourably  
To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage  
To publish an Accessibility Plan  
To consider reasonable adjustments required to make the school site and buildings accessible to disabled users
- In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs and interests of individual pupils by:
  - Setting suitable learning challenges
  - Responding to pupils' diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Activity**

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective.

### **a) Education & related activities**

The school will continue to seek and follow the advice of Local Authority (LA) services, such as SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **b) Physical environment**

The school will take account of the needs of pupils 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.

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

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **Linked Policies**

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

- school development plan
- staff development plan
- building and site development plan
- SEN policy
- Equal Opportunities policy
- curriculum policies
- suitability survey

## **Action Plan**

See attached

This action plan was drawn up following an audit on facilities for people with disabilities carried out by Mouchel Property Department December 2009. The access survey indicated that owing to the sloping nature of the site and the buildings being listed, only minimal improvements are possible to make the site and buildings accessible to disabled users. Each individual building has been surveyed and the recommendations made in the access audit will be considered when identifying priorities for the school's building and maintenance programmes as part of our commitment to equal opportunities for disabled staff and pupils. Recent actions to improve facilities for disabled visitors to the school include:

Lodge rear staircase Tread demarcation 2012

Handrails fitted to Sports Hall steps 2013

Redevelopment of Foundation House, including an Access Ramp and Personal Lift

Remodel staircase to Q16/17 to comply with current regulations 2014

6th Form remodel creating Disabled Access to lower floor 2014

Changes to staff car parking removing vehicle movement around Pupil/Staff 2015

New build Maths/Dining block with Disabled access and Personal Lift 2015

Newly designed Main reception allowing for Disabled access and new Disabled parking 2016

The school is currently developing a plan to build a new DDA compliant Sports hall. It is envisaged this will come in to use in the summer of 2021.

## DRAFT DISABILITY ACCESS PLAN MAY 2017

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
<b>Short term</b>	To plan the steps needed to make the curriculum appropriate to a wider range of students.	To implement full KS3, KS4 and post 16 curriculum reviews.	New 11-19 curriculum.	Amended curriculum from Sep 2017	A curriculum that is more appropriate for all students.
		To review the SEN policy	New revised policy.	Reviewed annually	More students gain access to the curriculum.
	Future decoration of buildings to cater for visually impaired students.	To take appropriate action with reference to guidelines and audit.	Improved classroom decoration.	From August 2017 onwards	Greater accessibility and comfort for students with disabilities.
	To improve / introduce ramps and handrails to existing buildings.	To address areas identified in audit requiring ramps and handrails.	Improved access to areas for wheelchair users.	From July 2017 onwards.	Existing buildings adapted wherever possible.
	To improve communication with disabled students/users	To ensure the school website is clear, simple and easy to use.	Increased number of visits to website.	August 2017 and annual review	Delivery of information to disabled students.
	To liaise with local authority specialist staff with reference to different formats of information.	To ensure parents and students have wider access to information.	Increased variety of information available.	From September 2017	Delivery of information to disabled students improved.
<b>Medium term</b>	To look at ways of modifying the existing buildings and campus for greater access.	To take advice from architects with reference to alterations and costings.	Improved access.	From July 2017 onwards	Existing buildings adapted wherever possible.
	To consult with Disability Information Service about the best way to make information available to users.	To increase levels of awareness amongst staff responsible for information.	Increased variety of information available.	From September 2017	Delivery of information to disabled students improved.
	To increase staff awareness of DDA.	To ensure training is provided.	Wider range of teaching styles used (eg. differentiation).	September 2017	Improved confidence in staff for dealing with students with disabilities.
<b>Long term</b>	To review short and medium term curriculum targets in the light of new opportunities and legislation.	To review the new curriculum arrangements and make changes where appropriate.	Personalised curriculum	Amended curriculum from Sep 2017	A more personalised curriculum.
	To make the whole school site fully accessible.	To look at the use of lifts, ramps, slopes and separate access for pedestrian and vehicular use.	Full involvement with architects regarding future plans.	Ongoing	Full access gained to all areas of campus and buildings.
	To ensure all new buildings and alterations are fully accessible to students with as wide a range of disabilities as possible.	To discuss plans with architects with reference to design and H&S requirements.	New sports hall & dining room buildings fully compliant with DDA.	Depends on timescale for funding	All new buildings are fully accessible to students with as wide a range of disabilities as possible.

