



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**



**KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS**

Accessibility Plan

Committee	LGB
Policy Type	School Policy
Policy Owner	H Downen
Statutory	Yes
Publish Online	Yes
Last Review Date	July 2023
Review Cycle	3 Years
Next Review Date	July 2024
Expiry Date	
Version	1

Accessibility Plan

Dates: From: July 2021 To July 2024 (3 Year Plan – to be reviewed annually)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions				Review
		What/How	Lead	Resources	Evidence	
To improve access for children with SEND	E	Ensure SENDCo is consulted when environmental safety checks are completed	Site team/ SENDCo	Time	Students' SEND needs considered in checks	SENDCo completed walkthrough with site staff in Autumn 1 21/22
To improve access, progress and participation for children with communication and interaction needs	E/I	Continue to develop signage to ensure areas of the school are more easily identified	Site team/ SENDCo	Time Additional signage where needed Door signs Map	<p>Student voice shows students with SEND are consulted on accessibility</p> <p>Students' views are responded to and acted upon as appropriate</p> <p>Students with SEND represented on student leadership</p> <p>All door signage is in place</p>	<p>Students for whom accessibility is a key feature of their needs have been consulted (only one in Autumn term 21/22)</p> <p>17% of overall student leadership body are children with SEND</p> <p>Checked Autumn 1 21/22 and to be reviewed ongoing</p>

					Map in easy to reach place to help students' accessibility	
		Explore ways to make lunchtime more inclusive and/or provide a safe space for students with SEND	SENDCo	Space Staffing	Student voice Minutes of meeting Evidence of improved provision	
		Planning with CAT team to develop staff competencies when working with ASC students	SENDCo/CAT	Time	Student voice Evaluation of need Planning and delivery of appropriate training	
		Staff training in strategies and approaches for students with Speech and Language difficulties	SENDCo/SLT	Time	Student voice Evaluation of need Planning and delivery of appropriate training	
		Improve environments to ensure that needs of students with SEND are met	SENDCo/all staff	Time	Student voice Evaluation of need Evidence of changes made	
			SENDCo/all staff	Time	Evidence of ASC awareness reflected in lesson observations Improvement in outcomes for ASC students Evidence of speech and language awareness reflected in lesson planning and	

					lesson observations/learning walks/work scrutiny Student feedback	
To improve access, progress and participation for children with sensory and physical needs	E/I	Ensure all markings/highlighting of internal and external steps and key surfaces are updated	SENDCo/Site team	Paint Staffing Time	All internal and external stairs highlighted for visibility.	Completed Autumn 2 21-22
		Continue rolling programme of improvement to lighting	SENDCo/Site team	New lighting Staffing Time	Updating of lighting in classrooms as appropriate	Completed Summer 2 20-21 and Autumn 2 21-22 (and ongoing)
		Continue rolling programme of improvement to whiteboards/screen to LED screens	SENDCo/Site team/ICT manager	Staffing Time Equipment as appropriate	Updating of whiteboards/screens as appropriate. Time with VI/HI teams as appropriate	
		Continue to consult with HI and VI team as appropriate	SENDCo	Time External agency support	Evidence of consultation as appropriate	SENDCo met with VI team in Autumn 2 and meetings with students have taken place.
To improve access, progress and participation for children with cognition and learning needs	C/I	Complete an audit of staff understanding of QFT	SENDCo/SLT	Time	Staff register of attendance at CPD sessions and classroom observations Student progress data Staff confidence and performance management	
		Plan appropriate CPD for areas for development	SENDCo/SLT	Time External agency support	Evidence of training being delivered	

		Consult staff using Standards for Inclusion (3 and 6)	SENDCo/SLT	Time	Evidence of audit	
To improve access, progress and participation for children with social, emotional, mental health needs	C/I	Consult staff using Standards for Inclusion (7)	SENDCo/SLT	Time	Student feedback Parent feedback Improved attendance figures Attendance on school trips/access to extra-curricular Reduced incidents of behaviour which negatively impact learning	
		Develop an appropriate programme of mental health support	SENDCo/SLT/DSL	Time Staffing External agency support	Student feedback Parent feedback Staff feedback Evidence of bespoke programme for setting Improved attendance figures Reduced incidents of behaviour which negatively impact learning	Consultation with parents of years 7-10 on PD areas to offer further support on completed in Spring 2 (including mental health support)

SENDCO - Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disability

SLT – Senior Leadership Team

DSL – Designated Safeguarding Lead

CPD – Continuous Professional Development

HI Team – Hearing Impairment Team

VI Team – Visual Impairment Team

BCHC+ – Better Communities, Healthier Communities +

ASC – Autistic Spectrum Conditions

CAT Team – Communication/Autism