



KING EDWARD VI KING'S NORTON SCHOOL FOR BOYS

Educational excellence for our City

Accessibility Plan

Accessibility Plan	
Committee	SGB
Policy Type	Statutory
Policy Owner	H Downen & A Griffiths
Statutory	Yes
Publish Online	Yes
Last Review Date	March 2025
Review Cycle	This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	March 2026

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Our Ethos:

To strive to provide the highest quality education which allows all of our students to thrive academically and personally.

At King Edward VI King's Norton School for Boys we:

- provide a safe and secure environment where all individuals are valued
- deliver a broad and rich curriculum with stimulating learning experiences, which develop independent and aspirational learners
- equip our students with life-long and transferable skills to prepare them for the responsibilities and challenges of adult life
- develop kind, thoughtful and respectful citizens who have a strong sense of self-worth and emotional resilience
- cultivate in our students a strong sense of pride and belonging in our school and enable them to make a positive contribution to their community
- challenge and support all of our students so that they achieve success, ensuring that none are limited by their background or circumstances.

Unconscious Bias Key definitions:

There are two types of biases

1. **Conscious bias** (also known as **explicit** bias) and
2. **Unconscious bias** (also known as **implicit** bias)

Conscious bias is an inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

Unconscious bias is implicit bias. It is unintended and subtle, based on unconscious thought. People may have unfair beliefs about others but not be aware of them. Typically unconscious bias happens involuntarily without any awareness or intentional control. Everyone holds unconscious beliefs about various social and identity groups.

Under the 2010 Equality Act, it is unlawful to discriminate against people because of nine areas termed in the legislation as protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

How to overcome unconscious bias

- Be aware of unconscious bias.
- Don't rush decisions rather take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions
- Ensure that everyone knows what kind of behaviour is expected of them.
- Ensure that everyone knows how to report prejudice related incidents.
- Encourage people to work with a wider range of people and get to know them as individuals.
- Focus on the positive behaviour of people and not negative stereotypes.

- Employers should implement policies and procedures which limit the influence of individual characteristics and preferences.

Policy

King Edward VI King’s Norton School for Boys has adopted this accessibility plan in line with the Academy Trusts Special Education Needs and Disability Policy and the School’s Special Educational Needs Policy, with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan supports the school’s SEN Information Report and shall be published on the school’s website.

The school SEND Policy, Supporting Children with Special Medical Conditions Policy and SEN Information report explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our SEN policy for an outline of our full provision to support pupils with SEND.

Demographic Context

Our Current School demographic is:

Students with an EHCP	1.93%
Students who are receiving Special educational Needs provision	17.71%
Looked After Children	0.84%
English as an Additional Language	11.33%

We aim to support all children who have additional needs by discussion with parents, providers of specialist services and the pupils themselves before and after admission. No pupil has been denied full access to the curriculum because of disability.

Employees with known serious long-term medical conditions are given support in their roles with regard to medical appointments and the need, at times, for periods of absence.

Legislation

The Disability Discrimination Act (1995), the Disability Discrimination Regulations (2005) and Equality Act (2012) which replaced them are useful guidance as well as legislation.

The Disability Discrimination Act (1995) places duties on the governing body which still have relevance today:

Part 4 deals with admissions, exclusions and school life. It requires the governing body to plan to increase access to education for disabled pupils in three ways:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of the education offered; and
- improving written information available to disabled pupils.

Part 5A requires the governing body to:

- promote equality of opportunity for all disabled people who use the school site or who may wish to e.g. pupils, parents/carers and staff; and

- prepare and publish a disability scheme. This document, the accompanying action plan and the Accessibility Plan set out how the governing body will promote equality of opportunity for disabled people.

The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations. The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means ‘limitations going beyond the normal differences in ability which may exist among people’. ‘Substantial’ means ‘more than minor or trivial’. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial. ‘Long term’ means the impairment has existed for at least 12 months, or is likely to do so. ‘Normal day to day activities’ could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (Study and education related activities are included in the meaning of ‘day to day’ activities.)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person’s native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- Minor problems with writing or spelling;
- Inability to read very small or indistinct print without the aid of a magnifying glass;
- Inability to converse orally in a language which is not the speakers native spoken language.

Non-discrimination duties

It is unlawful to:

- treat a disabled pupil or prospective pupil any less favourably for a reason related to that disability than someone for whom that reason does not apply;
- apply a criterion or rule that would affect a disabled pupil adversely unless this is for a legitimate reason;
- discriminate against a disabled pupil for something that is a consequence of their disability unless this is for a legitimate reason;

- harass a pupil on the grounds of his/her disability;
- fail to attempt to take reasonable steps to avoid placing disabled students at a disadvantage compared to other pupils; and
- fail to provide an auxiliary aid or service where to do so would alleviate any substantial disadvantage.

Less favourable treatment must meet these tests:

1. It must be for a reason related to the child's disability.
2. It must be less favourable than that given to a child without that disability.

Reasonable adjustments

Schools must ensure that disabled pupils are not placed at a substantial disadvantage and take reasonable actions. The following factors can be taken into account when considering this:

- the need to maintain academic, musical and sporting standards
- the financial resources available
- the cost of taking a particular step
- the extent to which it is practical to do so
- the extent to which aids and services are provided as a result of the EHCP
- health and safety requirements
- the interests of other pupils.

Disability Action Plan

The governing body will continue to:

- promote equality between disabled and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to meet disabled people's needs, even if this involves more favourable treatment.

In addition, as far as is reasonably and financially practicable, the school will continue to:

- consult with individual pupils, staff and parents/carers about how it can improve its assistance;
- seek information on disability from appropriate pupils, parents/carers and staff;
- ensure that disability is considered during the admissions and leaving processes;
- ensure that disability is considered when making staff appointments;
- ensure that physical aids, e.g. large print format documents and practical help e.g. the assistance of support staff, are available;
- ensure that all school provision, whether curricular or extra-curricular, is available to all and take account of learning styles and aptitudes;
- ensure that all children and adults with disability have access to the site¹ and that disabilities are taken into account in the planning of new buildings or facilities;
- ensure that the social (in particular, exclusions and bullying) and academic progress of pupils with disabilities is adequately supported;
- ensure that there is no discrimination with regard to the professional opportunities offered to staff with disabilities and their advancement within the school;
- provide appropriate training for staff;
- maintain records;
- monitor its actions regularly and report on progress to the governing body;
- review its policy regularly and update it as necessary; and
- publish this document on the Internet.

¹ Alterations to buildings and the provision of auxiliary aids and services are not required under this law

Actions

The Accessibility Plan contains relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, modifying the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities including school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities.

Accessibility Audit

Section1: Delivery of the curriculum

Question	Yes	No	Comment
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√	√	Further development is needed in the area. Appropriate guidance and training has been given to meet some individual needs. Whole staff require further training tailored to specific SEND needs.
Are your classrooms optimally organised for disabled pupils?		√	Large class sizes make movement difficult, small number of ground floor rooms are available for majority of lessons. Currently there is no access to science facilities or humanities rooms.
Do lessons provide opportunities for all pupils to achieve?	√		Adaptive teaching is required as part of lesson planning. In most areas of the curriculum, individual needs are taken into consideration and adaptations or 'reasonable adjustments' made as necessary. Further development is needed in the area.
Are lessons responsive to pupil diversity?	√	√	This is evident in some areas of the curriculum. Schemes of work are being reviewed to ensure they deal appropriately with cultural, social and ethnic diversity and are sensitive to disability.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√		
Are all pupils encouraged to take part in music, drama and physical activities?	√		This extends to our outdoor education offer.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√		Additional support is provided by teachers in class and extra time allowed in assessments and examinations where required, supported by the Learning Support Team.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	√		Yes where there is need
Do you provide access to computer technology appropriate for students with disabilities?	√		Laptops and other technical aids as appropriate are available. There is a plan to improve and update the technology that students have access to.
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√		As much as possible, working in partnership with parents/carers and providers.
Are there high expectations of all pupils?	√		
Do staff seek to remove all barriers to learning and participation?	√		

Section 2: The school site

Question	Yes	No	Comment
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		√	There is no access for a non ambulant pupil above the ground floor in all buildings. The canteen and social spaces are accessible as are sporting facilities.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√		To a certain extent on the ground floor areas. The old buildings were not designed with access in mind. Disabled toilet facilities are rarely required due to lack of accessibility. There are accessible toilet facilities in the Sports Hall and F Block. There is a shower in the main building, although not currently accessible.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√		Main block has a one way system. Yellow markings and signage have been audited by the Visual Impairment team to make access clear.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		√	Not visual alarm systems except in food technology block. Students discuss and set up PEEPs which are updated routinely – these involve staff to direct key students.
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?	√	√	Additional highlighted areas and signage allow visually impaired people access the site.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		√	
Are areas to which pupils should have access well lit?		√	LED lighting improvement project is scheduled for 2025
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√		The old building makes acoustics poor in some areas. Pupils sitting examinations have been offered separate rooms Students are able to use ear defenders either individually or as groups in DT lessons.
Is furniture and equipment selected, adjusted and located appropriately?	√		As required by reasonable adjustments when an individuals' needs are known.

Section 3: Delivery of materials in other formats

Question	Yes	No	Comment
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√		We have made adjustments for pupils in the school and would for prospective ones if necessary. Coloured paper is routinely used.

			The school has provided a used laptops and assistive technology.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	√		
Do you have the facilities such as ICT to produce written information in different formats?	√		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	√		We look at individual needs and adapt appropriately, such as the use of hearing aids. Training needed to make staff more familiar with the use of assistive technology.

Section 4: School Estate

Item	Yes	No	Comment
Accessible car parking	√		Parking is available close to the main building and no stairs are required to access the frontage of the building.
Dropped kerbs	√		Are provided on access to the estate.
Doors	√		Doors have suitable decoration to ensure that glass panels are visible.
Staircases - colour-contrasted handrails to both sides of staircases recommended	√		All handrails are of alternate colour to the building decoration to provide visibility, additional visibility highlighting has been applied to steps.
Doors at top of stairs to prevent wheelchair users accessing staircase.		√	Due to the age of the building there is no wheelchair access to upper floors.
Accessible toilet		√	There are accessible toilet facilities in the Sports Hall and F Block.
Provision of a lift to access the upper floors		√	Due to the age of the building there is no lift access to upper floors.
Provision of induction loops		√	None available
Access to reception facilities	√		Automatic doors, and ramp access into main reception, a meeting room is provided off reception which is also accessible.
Light switches, power outlets and emergency alarm buttons at wheelchair height		√	Wheelchair users are always accompanied, (<i>emergency fall alarms are at accessible heights in accessible toilets</i>)
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	√		There are accessible toilet facilities in the Sports Hall and F Block.
Examinations	√		All external examinations are housed in the Sports Centre which has ground floor access and disabled facilities with adjacent disabled parking.

School Accessibility Plan

Improving Curriculum Access

Target	Strategy	Outcome	Timeframe
Training for teachers on adapting the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	In place
	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that individuals have equality of access to life- preparation learning. The use of other professional partners has been made available.	In place
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Out-of-school provision is continuously reviewed to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	In place
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	In place
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff	Whole school community aware of issues relating to Access	Governor training in the future

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes. Delivery of information to disabled pupils improved	
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and investigate the availability in different formats for those that require it.	All school information available for all. Delivery of school information to parents and the local community improved	
Review documentation with a view of ensuring accessibility for pupils	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all. Delivery of school information to pupils & parents	

with visual impairment.			
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Adjustments to School Estate

Target	Strategy	Outcome	Timeframe
Provide high quality lighting to all internal areas of the school site.	In line with the schools eco developments the school will uplift all lighting to provide high quality LED lighting.	All classrooms will have sufficient high quality LED lighting to provide better visibility to all users.	September 2025

Priority Actions for 2024-2025

Area	Action	When	I/C
Curriculum Access	Reinforce need for adaptive teaching in schemes of work. Ensure staff are thoroughly aware of the special needs of some of our pupils	Ongoing	SENDCo and Assistant Head for Teaching and Learning
Digital Divide	Investigate need for assistive technology	Autumn term 2024	SENDCo, supported by Digital Technology Manager
Written information	Review formats of written information provided publicly to ensure its accessibility	Ongoing	AG