



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

**Academy Accessibility Plan
2021 - 2024**

1 Accessibility Plan 2021-24

1.1 Introductory statement

This Accessibility Plan has been drawn up in consultation with staff, parents and students of the academy and covers the period from September 2021 to July 2024. The plan is available in large print or other accessible format if required.

The plan takes account of the academy's public sector equality duty set out in section 149 of the Equality Act 2010.

The academy is committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The academy is further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The academy's layout and facilities

The academy is committed to making reasonable adjustments to allow disabled students to access educational provision at the academy. The academy main site is two buildings, made up of several blocks generally comprising two floors. The ground floor of most blocks is accessible to wheelchair users; however access to some blocks is restricted due to steps. Classrooms and doorways are adequate for wheelchair access. There is one disabled toilets – on the ground floor of the Walker block.

Apart from classrooms, some key areas of the academy located on the first floor or on lower levels are not easily accessible. These include:

- Dining area (ground floor)
- Sports Hall (ground floor)

The academy plans, over time, to increase the accessibility of provision for all students, staff and visitors to the academy in the following areas:

- increase the extent to which disabled students can participate in the academy curriculum
- improve the physical environment of the academy to increase access to education by disabled students
- improve the delivery of information to students, staff, parents and visitors with disabilities.

It is acknowledged that there is a 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 should be read in conjunction with the following policies, strategies and documents:

- academy prospectus
- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

The Plan is monitored through the Governing Body/Trust. There is a full review of the Plan in the summer term of each year and a new Plan is produced to cover the next three years for the autumn term.

3 Welcoming and preparing for disabled students

Where it is practicable to make reasonable adjustments to enable a prospective student to take up a place at the academy and to satisfy the current admissions criteria, the academy is committed to providing those reasonable adjustments.

In order to meet the needs of disabled students, the academy requires full information. The academy asks prospective students 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 academy should be aware. Where a student has a statement of special educational needs the academy works with the Local Authority (**LA**) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the student or prospective student, the academy may need to take advice and require assessments as appropriate. The academy is sensitive to any issues of confidentiality.

Increasing the extent to which disabled students can participate in the academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled students and differentiating the curriculum.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled students' needs with regards to accessing the curriculum.	October 2021 To be reviewed termly (ongoing)	Flexible approach to disabled students and increase in full and fair access to the curriculum. Success of disabled students in examinations.
Medium term	To improve the progress and participation for disabled students through the delivery of the curriculum.	To develop one page profiles for all students with SEND so that staff are aware of strategies for delivering subject-specific information to disabled students and so can use this to inform their daily teaching	<ul style="list-style-type: none"> • One Page Profiles complete and accessible to all staff • Annual audit scores, termly reading and comprehension age measures • Student grades/levels of progress/attainment data 	November 2021 To be reviewed termly (ongoing)	Progress of disabled students over time
Long term	To improve the learning environment for disabled students.	To complete an annual inclusion walk with VI/HI students to further develop the environment for improved access	<ul style="list-style-type: none"> • Improved access to curriculum through improved environment should be reflected in progress across the curriculum through attainment and grades 	July 2021	Positive student and parent voice Improved results/findings from curriculum reviews and Walkthrus

			<ul style="list-style-type: none">• Curriculum Reviews/Walkthrus/work scrutiny• Student and parent feedback• All internal and external stairs highlighted for visibility		Improved progress over time for students
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Improving the physical environment of the academy to increase access to education by disabled students

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Incorporation of appropriate colour schemes when refurbishing to benefit students with visual impairments.	Advice has been sought from LA Visual Impairment Support Team on appropriate colour schemes.	Areas are made more accessible to visually impaired children.	Done	Physical environment improved.
Short term	Enable disabled students and visitors to park within reasonable distance of the academy.	There are two designated parking spaces for disabled people near the academy main entrance.	Parking for disabled people achieved.	Done	Improved access to academy site.
Medium term	Provide accessible toilet facilities for disabled students and visitors.	There is an accessible toilet on one floor of the academy.	Minimum of one accessible toilet.	Done	Improved facilities for disabled students and visitors.
Long term	Enable disabled students and visitors to access the ground floor of the academy building. Plan to fit ramps and handrails to any uneven points of entry and exits which have priority.	All areas of the academy's ground floor are accessible to students and visitors.	The academy's entry areas are fully accessible.	Done	Physical accessibility increased.
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase and funding with the LA.	Ability of disabled students to access all areas of the academy.	Will occur when new build work commences.	Improved access to educational facilities.

Improving the delivery of information to disabled students

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the academy could provide written information in alternative formats.	November 2021	Delivery of information to disabled students is improved.
Short term	Ensure that VI students and HI students are fully able to access and make use of their respective technology that allows them to process information delivered (low vision devices for VI and radio aid for HI)	Training for staff and students	HI and VI students are having equal access to the information being delivered akin to their non-VI/HI peers	December 2021	Student voice and staff voice
Medium term	Ensure that all staff are aware of the range of disabled student needs that they need to deliver information to and what strategies to use with them	Staff skills audit Training for staff	All disabled students (present and future) have information delivered to them in a bespoke manner by confidently trained staff	January 2022	Student voice and staff voice Curriculum reviews and Walkthrus.
Long term	To develop a formal system of collecting the views of SEND students in order to improve the	To collect the views of SEND students at least annually through the completion of a questionnaire	An improved system for delivery of information for disabled students, as requested by them	November 2021 - ongoing	SEND students views are responded to and acted upon as appropriate <ul style="list-style-type: none"> • SEND students views are

	delivery of information to disabled students				represented in the school SEND Information Report
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