

King Edward VI High School Accessibility Plan 2016-2019

Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement	Action
Training for teachers on differentiating the curriculum	Undertake a regular audit of staff training requirements. Training planned in to ongoing CPD programme. Information provided to staff re provision map, student data and SEN planning.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	On going. CPD programme, led by Teaching and Learning Lead influenced by Individual staff CPD requests, quality assurance and performance management.	Increase in access to the National Curriculum and improved results.	AJH
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision 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 Risk assessments completed when required to ensure that all children have safe access	On going. Regular review (annual) to ensure full compliance with relevant legislation.	Increase in access to all school activities for all disabled pupils	JAC AJH RMS
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	On going. Reviewed on an annual basis and as needed for individual students as a need arises.	Increase in access to the National Curriculum	JAC RMS
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	On-going programme under direction of SENCo.	Society will benefit by a more inclusive school and social environment	AJH
All students made	Through assemblies,	All students aware of range of	Assemblies and	Inclusion agenda further	ANB

aware of disability issues.	PHSEE lessons, leaflets and Website and inclusion of school council pupils on Disability Working Party.	disabilities and current accessibility arrangements, as well as future plans.	PHSEE lessons ongoing.	strengthened.	
All staff to have awareness raised regarding disability issues and to be aware of their specific duty.	Information sheets to staff via e-mail, in teacher's planners and on school staff shared area. Induction for new Staff, including LM. Accessibility Policy and Plan included on website Additional information and links to relevant support agencies displayed for staff access.	All staff will be aware of a range of disabilities and the current accessibility arrangements.	On going CPD. As per Induction programme. Plans under review for legislative change. New policies will be available on school website Information updated-ongoing.	All staff aware of disability issues and able to access further information via school website partner agencies and CPD training throughout the academic year.	AJH
All parents made aware of disability issues.	Accessibility Policy and Plan included on Website. Additional information and links to relevant support agencies etc. Included on website. Parental think tank set up to include parents with children with SEN to develop awareness and school provision.	All parents aware of range of disabilities and current accessibility arrangements, as well as future plans.	On going. An expanding range of support groups developed to support parents as needs arise.	Society will benefit by a more inclusive school and social environment. Parents empowered, school and parents working in partnership.	AJH DL Progress Leaders

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement	Action
Availability of written material in alternative formats	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats for the individual needs of pupils.</p> <p>Staffordshire SENSS</p> <p>Hearing and Vision Support Service</p> <p>Speech and Language</p> <p>Medical Specialists</p> <p>Communication Support Service</p>	The school will be able to provide written information in different formats when required for individual purposes. Students able to access all texts and exam papers through alternative means such as intranet, text reader etc.	Continuing refinement and extension to the range of resources to all curriculum areas.	<p>Delivery of information to disabled pupils improved. A range of Curriculum resources available in school and on intranet for use.</p> <p>Relevant Examination access arrangements in place. Testing carried out in all years to build a history of need.</p>	AJH/JF/Subject Leaders/RMS
Make available school brochures, school newsletters and other information for parents in alternative formats including intranet.	Review all current school publications and promote the availability in different formats for those that require it including electronically.	All school information available for all	On going.	Delivery of school information to parents and the local community improved	SEND and Access Working Group. DL
Review documentation with a view of ensuring accessibility for pupils and parents with visual impairment	Gain advice from Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	On going.	Delivery of school information to pupils & parents with visual difficulties improved.	SEND and Access Working Group.

Improving the Physical Access

An Access Audit was carried out by Jeannette Coughlan in September 2017 and a number of recommendations made:

Item	Activity	Timescale
Car park	Surface to be smooth, even and free from loose stones. The main entrance was tarmacked during August 2017	By Summer 2020
Staircases	Visual and tactile warnings at the top and bottom of steps Broken nosings on stairs to be replaced Handrails to extend 300 ml beyond first and last step (as money allows)	By December 2018 Ongoing
Doors	5 x Science labs doors have no visual panels. These to be replaced on an ongoing programme B4 door was replaced during the Spring 2017 term	On-going
Entry Phones	LED display to accommodate people with hearing impairment (as money allows) New gate entry system installed during Summer 2017 to allow use by people with sensory or mobility impairment	By Summer 2018
Reception Facilities	Induction loop to be fitted	By Summer 2019
Signage	Signage is not available in Braille and tactile	By Summer 2019