



KING EDWARD VI
HIGH SCHOOL

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KING EDWARD VI HIGH SCHOOL

ACCESSIBILITY POLICY

**Encouraging and supporting all our learners to
"Be the best that they can be"**

Approved Date **December 2021**

Head teacher

Mr J Christey

Governor

Mrs M Witts

Review Date

Annually



Introduction

King Edward VI High School aims to treat all pupils, staff, prospective parents and other members of the school community favourably and fairly, and wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The Equality Act 2010 imposes duties on schools not to discriminate against, or treat less favourably, disabled pupils or prospective pupils in the provision of educational services. This policy sets out our commitment to ensuring accessibility to education for disabled pupils, both in terms of education itself but also the physical access of our schools.

What will the Accessibility Policy Do?

We recognise our duties under the Equality Act and take a positive approach in making our school more accessible in terms of improving access to the curriculum, physical access to education and associated services; and delivery of information to disabled pupils.

Improving access to the curriculum

The school will issue regular guidance, and provide focussed training, support and advice to assist its staff and each department in taking all reasonable steps to ensure that the curriculum is as accessible as possible to its disabled pupils. This may include a consideration of teaching and learning, and a wider curriculum, such as participation in after-school clubs and visits. The school will regularly review its policy towards Inclusion and make any updates and changes required.

Physical access to our Schools

Whilst we firmly believe that the main emphasis of our accessibility planning should be on access to the curriculum and education, we also recognise that alterations to our premises may be necessary in order to enable disabled pupils to take advantage of education, facilities and the services that the school covers. Any alterations will be judged against the test of reasonableness, as set out in the Equality Act 2010. The school will review its schools' accessibility plans on a regular basis in order to prioritise any necessary work to achieve the best possible results in terms of value



for money and available time and resources. We have to be aware of constraints imposed by our buildings when planning any changes or adjustments. Accessibility Plans can be found in the Accessibility Planning document.

Provision of information to pupils with a disability

It is our aim to ensure that the transition of pupils with a disability to our school is carefully planned for. Review meetings, parents evening, consultation meetings and potentially meetings with external agencies (as required) will be held to improve the flow and delivery of information to pupils with a disability and their parents/carers. This may involve planning on how to make written information accessible to disabled pupils within a reasonable timeframe, including handouts, timetables, textbooks and information about school events.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.