



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

Academy Accessibility Plan

2024-2027

# Accessibility Plan 2024-27

## 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 2024 to July 2027. 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 a new building, made up of one L shaped block generally comprising 3 floors. The ground floor of most blocks is accessible to wheelchair users with a lift. Classrooms and doorways are adequate for wheelchair access. There are disabled toilets on each floor.

Apart from building, external areas are not accessible by students during breaks and lunches as there is construction on site.

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

|                    | <b>Targets</b>   | <b>Strategies</b>   | <b>Outcome</b>   | <b>Timeframe</b>                                     | <b>Goals achieved</b>   |
|--------------------|--|---|--|--|---|
| <b>Short term</b>  | 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.   | November 2024<br><br>To be reviewed termly (ongoing) | Flexible approach to disabled students and increase in full and fair access to the curriculum.<br><br>Success of disabled students in examinations. |
| <b>Medium term</b> | 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"> <li>• One Page Profiles complete and accessible to all staff</li> <li>• Annual audit scores, termly reading and comprehension age measures</li> <li>• Student grades/levels of progress/attainment data</li> </ul>  | November 2024<br><br>To be reviewed termly (ongoing) | Progress of disabled students over time   |
| <b>Long term</b>   | 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"> <li>• Improved access to curriculum through improved environment should be reflected in progress across the curriculum through attainment and grades</li> <li>• Curriculum Reviews/work scrutiny</li> <li>• Student and parent feedback</li> <li>• All internal and external stairs highlighted for visibility</li> </ul> | July 2025  | Positive student and parent voice<br><br>Improved results/findings from curriculum reviews<br><br>Improved progress over time for students          |

## Improving the physical environment of the academy to increase access to education by disabled students

|                    | <b>Targets</b>  | <b>Strategies</b>  | <b>Outcome</b>   | <b>Timeframe</b> | <b>Goals achieved</b>                                   |
|--------------------|---|--|--|------------------|---|
| <b>Short term</b>  | 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.                          |
| <b>Short term</b>  | 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.                            | In progress      | Improved access to academy site.                        |
| <b>Medium term</b> | Provide accessible toilet facilities for disabled students and visitors.  | There is an accessible toilet on each floor of the academy.                                  | Minimum of one accessible toilet.                                | Done             | Improved facilities for disabled students and visitors. |
| <b>Long term</b>   | Enable disabled students and visitors to access the ground floor of the academy building.<br><br>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.                  | In progress      | Physical accessibility increased.                       |
| <b>Long term</b>   | 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. | Done.            | Improved access to educational facilities.              |

## Improving the delivery of information to disabled students

|                    | <b>Targets</b>  | <b>Strategies</b>  | <b>Outcome</b>   | <b>Timeframe</b>              | <b>Goals achieved</b>   |
|--------------------|---|--|--|-------------------------------|---|
| <b>Short term</b>  | 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 2024                 | Delivery of information to disabled students is improved.   |
| <b>Short term</b>  | 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 2024                 | Student voice and staff voice   |
| <b>Medium term</b> | 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 2025                  | Student voice and staff voice<br>Curriculum reviews   |
| <b>Long term</b>   | To develop a formal system of collecting the views of SEND students in order to improve the delivery of information to disabled students.   | 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 2024<br>-<br>ongoing | SEND students views are responded to and acted upon as appropriate <ul style="list-style-type: none"> <li>SEND students views are represented in the school SEND information report.</li> </ul> |