



Aims

King Edward VI School is committed to meeting legislative requirements, providing access, and nurturing a culture of inclusion. In accordance with the Equality Act 2010, the School seeks to ensure that students are not discriminated against or treated less favorably because they have a disability. We will make reasonable adjustments to avoid putting a disabled students at a disadvantage.

This Accessibility Plan outlines the school's approach to improving access for students with disabilities and additional needs in line with the Equality Act 2010 and SEND Code of Practice. The School supports any available partnerships to develop and implement the plan.

This policy and Accessibility Plan should be read in conjunction with other relevant School policies including:

- Admissions Policy
- Special Educational Needs and Disabilities Policy
- Health and Safety Policy

The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the School to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities.

Legislation

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

All schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitor and Review

This Accessibility Plan will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Senior Leadership Team and approved by the Governing Body.

This plan is due for review by: October 2028

ACCESSIBILITY PLAN - OCTOBER 2025 – OCTOBER 2028

AREA	CURRENT AUDIT ASSESSMENT	PROPOSED IMPROVEMENT	LEAD	TARGET DATE FOR IMPLEMENTATION
Section 1. Curriculum: Increase the extent to which students with disabilities can participate in the curriculum				
Open Days / Events / Admissions	<p>Accessible tours of the School are offered Tours and individual meetings are provided with members knowledgeable about SEND Virtual Schools experience for families unable to visit the school site is made available on the website. is Enhanced Communication with prospective families is made available. Communications regarding key events are advertised across multiple platforms.</p>	<p>Communications for open days / event ask if attendees require and adjustment or specific needs prior to the event. There is a process of review following the event to encourage continuous improvement.</p>	SLT	Ongoing
Examinations	<p>Students with additional needs receive specific support from Exam Invigilators and SEND. Separate exam rooms are made available to those who need it. Invigilator are briefed in advance on vulnerable and SEND students who have access arrangements and/or special considerations. Monitoring of performance against whole cohort is performed regularly. Accessible locations for exams are located near disabled toilets.</p>	<p>Ongoing invigilator training to provide support to students who need it most. Continuous communications on SEND students. Consideration made to the location of exams where disabilities exist.</p>	Exams Manager	Ongoing
Learning Support	<p>SENDCo responsible for ensuring SEND register is up to date with relevant information. Teaching staff are provided with an update on relevant students via weekly Pastoral update and other methods of communication Access arrangements is assessed at key points throughout School life</p>	<p>Staff INSET days are utilised to communicate information to all staff and deliver training where needed. Consider Disability Awareness training for key staff. Staff must consider students registered on Pastoral update</p>	SENDCo	Ongoing

Curriculum Equipment	Students who have SEN identified have access to appropriate equipment including Laptop	SEND and Digital Lead provide suitable training and/or adapted equipment to remove barriers to learning.	SENDCo	Ongoing
Curriculum	Timetabling of rooms can be adjusted as and when required Activities to be modified for physically disabled as necessary Access to remote learning if Students suffer a long period of absence	All students are given opportunity to complete projects e.g. Art, DT by offering additional resources or extra time.	Deputy Head (Academic)	Ongoing
Trips and Visits	Individual Risk Assessments are performed to include Students that require adjustments to consider suitability of venue. Liaise with trip organisations to identify accessibility arrangements Liaise with IDS (Integrated Disability Service) as and when required Regular review of Educational Visits policy	Monitor the type of trips being organised to make sure they can accommodate students with disabilities. Trips and Visits Lead to keep up to date with current legislation	RB (Trips and Visits) / Individual Trip Lead	Ongoing
Sports	The School offers a wide and diverse choice to ensure students are included Student who have specific additional needs and/or disability, have risk assessments performed to identify what adaptations can be made to ensure inclusion and accessibility to activities. If this is not possible, suitable alternatives are provided such as helping to coach or referee sessions. Building used for sport are made accessible for all.	Director of Sport to review sports on offer and explore alternative for disabled pupils, but to ensure inclusion where possible. Consider training for PE staff to enhance the student's experience.	Director of Sport	Ongoing
Educational Psychology	Participation in the curriculum is maximised by offering students one-to-one sessions with the Educational Psychology Service and SEND Supported. Sessions are reflected in individual Learning and Enhanced plans	Review the frequency and impact the sessions have on students and consider whether any change needs to take place.	SENDCo	Ongoing

Parents' Evenings	The School requests that parents provide details of any special access requirement and appropriate adjustments are made where possible.	Monitor the success of parents' evenings and make changes where possible.	Heads of School	Ongoing
Student Services	Students have a dedicated location with a full time member of staff where they can request support if required. Student services can be accessed via the front pathway or the back allowing easy access for those with disabilities.	Continuous review of access arrangements particularly as student numbers increase.	Office Manager	Ongoing
The Hub	The School has a dedicated safe, quiet space for students to use when they need to regulate or breakaway.	Maintain the space to ensure it remains suitable for Students who need it most.	SLT	Ongoing
Section 2. Physical Environment: Improve the physical environment of the School to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.				
Access to Main Site	The use of ramps is used around the site to ensure any physically impaired visitors can access the main school building. Ensure all areas are safe and walkways are clear from obstruction.	Consider the installation of a permanent ramp to be installed to avoid the need to use temporary ramps.	SBM / Estates Manager	Ongoing
Levi Fox Hall / Sixth Form Café	The building has wide access doorways and disabled toilet.	Consider reducing the amount of furniture in place within the Sixth Form Cafe, particularly during events.	SBM / Estates Manager	Ongoing
Spender Building	The building is a three-storey building. The building can accommodate and has equipment to support the safe evacuation.	Make sure the lift key is registered to key personnel within the building. Check regularly that the access to the lift is always available.	SBM / Estates Manager	Ongoing

Medical Room	The School has a dedicated safe, quiet space for students to use when they need support with minor medical issues.	Maintain the space to ensure it remains suitable for Students who need it most.	Student Services	Ongoing
Dining Hall	The Dining Hall is used in rotation by year groups to minimise overcrowding. Double doors allow access for wheelchairs. Temporary ramp is used to overcome the step at the entrance of the building.	Consider the installation of a permanent ramp to be installed to avoid the need to use temporary ramps.	SBM / Estates Manager	Ongoing
Signage and Décor	Signage and Décor is not confusing or disorientating for Students. The colour scheme used across the site is consistent and easy to read.	Review periodically to check that signage is still clear and easy to read.	SBM / Estates Manager	Ongoing
Stairwells and Pathways	Edges of steps are painted in yellow to flag the start and end of stairwells.	Consider painting (or edging) stairs in yellow to flag the start and end of stairwells.	SBM / Estates Manager	Ongoing
Furniture and Equipment	Furniture and equipment are selected appropriately. Specialist equipment is in rooms and moving of furniture is avoided. Lockers are positioned in various location and at a height accessible for students.	Specialist equipment is inspected and checked regularly. SENDCo advises the Bursary department when specialist equipment is required in advance.	SBM / SENCo	Ongoing
Evacuation Procedures	The School has appropriate evacuation procedures in place to accommodate physically disabled students. Evac chairs are installed in buildings where there are stairs.	Inspect the Evac+ Chairs annually for any damage.	Estates Manager	Ongoing
Section 3. Information: Improve the availability of accessible information to students with disabilities.				
School Newsletter and Headmasters Update	Information is sent electronically to parents and students so that a wider audience is achieved allowing access to all.	Review and ascertain if improvement is required to enhance the communications.	SLT / Office Manager	Ongoing

Website	The School website is written in easy-to-understand language and navigation is structured to allow information to be found easily.	Review and ascertain if improvement is required to enhance the communications.	SLT / Office Manager	Ongoing
EAL	When language barriers exist, suitable solutions are put in place and agreed with parents. This may include the use of technology such as translation applications.	Maintaining an accurate list of EAL students who may require support with accessing materials.	Office Manager	Ongoing