



**THE SCHOOLS OF
KING EDWARD VI
IN BIRMINGHAM**



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

In pursuit of educational excellence for all

CAMP HILL SCHOOL FOR BOYS

Accessibility Plan

Responsible Board	Governors' Pastoral and Curriculum Liaison Committee
Policy Officer	DEPUTY HEAD (Pastoral)
Review Date	October 2021
Next Review Due	October 2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We commit to ongoing development of this accessibility plan, including consultation with a range of stakeholders including pupils, parents/carers, staff and governors.

2. 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 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Elevators ● Disabled parking bays ● Disabled toilets 	<ul style="list-style-type: none"> ● To replace the mobile ramp in the lobby area with a more permanent solution. ● To ensure the whole school site is accessible (currently, the art room and top corridor are not) ● To ensure safe evacuation procedures for all in case of an emergency. 	<ul style="list-style-type: none"> ● Objectives to be raised at appropriate committees and discussed with reference to other capital projects. ● Feasibility study into the provision of a new ramp in the lobby. ● Feasibility study into the provision of a new lift or accessibility between new build and old top corridor extended (room 16/17 → triple classroom). 	RWB/RR	July 2022	Better access to the whole of the school building.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Large print resources ● Coloured overlays ● Magnifying screens 	Development and maintenance of a provision mapping tool that details the use of interventions.	Research provision mapping tools and introduce the most appropriate for our school.	AJC/SM	July 2022	Fully functioning provision map which enables analysis of impact of interventions.

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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Pastoral and Curriculum Liaison Governors' sub committee and ratified by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy