



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**



**KING EDWARD VI
LORDSWOOD
SCHOOL FOR GIRLS**

Educational excellence for our City

Accessibility Policy

Committee	Pastoral & Curriculum
Policy Type	School Policy
Policy Owner	Associate Assistant Headteacher for Inclusion
Statutory	Yes
Publish Online	Yes
LGB Date Adopted	6th October 2022
Last Review Date	March 2026
Review Cycle	Annual
Next Review Date	March 2027
Expiry Date	This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will become non-applicable once the updated version has been approved.
Version	3

Purpose of Accessibility Plan

This plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of our school vision by working to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.

King Edward VI Lordswood School for Girls is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan contains relevant actions to improve the awareness of Equality and Inclusion. This covers improvements to the physical environment of the school and physical aids to access education (should they be required) as well as increased access to the curriculum for students with a disability and expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life. This plan also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

King Edward VI Lordswood School for Girls is also committed to ensuring that this plan also covers teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities, leisure and cultural activities or external visits as well as improving the delivery of written information to students, staff, parents and visitors with disabilities.

Equality / Accessibility Action Plan:

Actions achieved since last accessibility audit:

- Entry to the school building is accessible to wheelchair users.
- The tarmac path in the carpark is accessible for wheelchair users.
- There is a blue pedestrian path leading from the bottom carpark to the upper carpark.
- Vehicle signage in carpark, alerting to presence of pedestrians and 5mph speed limit.
- There is a low rise passenger lift in main reception - wheelchair users and people with poor mobility are able to access the ground floor site
- Canopy poles outside reception have coloured tape to distinguish them from the surroundings.
- Additional lighting added under canopy area to ensure that area remains accessible throughout the day
- Three male incontinence bins installed, two in staff toilets and one in student toilets
- School colour scheme is more muted to instil a calm, purposeful atmosphere
- Enhanced pastoral provision to offer emotional support, including a quiet space for pupils

- Improved IT access and platforms to support pupils with organisation
- Staff invited to complete Display Screen Equipment (DSE) workstation checklist and arising actions implemented
- Updated school uniform to accommodate pupils with sensory issues relating to fabric against skin

Equality and Inclusion

Target	Success Criteria	Actions	Personnel	Time scale	Achieved/ In Progress
Accessibility Plan and Equality Policy to be reviewed and updated annually.	Updated Accessibility Plan written and available on the school website.	● Accessibility Audit completed annually ● Feedback from stakeholders collated ● Outcomes from audits / feedback used to inform Accessibility Plan	Premises & Health & Safety Development Officer Associate Assistant Headteacher for Inclusion	annually	
Training to raise awareness of equality, diversity and inclusion	All staff have knowledge of the Equality Act 2010, the Public Sector Equality Duty, and what Ofsted looks for with regards to equality, diversity and inclusion	● Online training for all staff (teaching & support) ● Training for new staff	EDI & CPD Leads ITT/ECT/new staff co-ordinator	January 2025 (Update training as specified by Trust EDI committee)	Achieved
Training on 'Empower yourself and your workplace: preventing sexual harassment'	All staff recognise harassment and bullying, have knowledge of legal requirements and strategies for prevention.	● Online training for all staff (teaching & support) ● Training for new staff	Support Services Manager & CPD Lead	March 2026	
Access to information					
Target	Success Criteria	Actions	Personnel	Time scale	Achieved/ In Progress

To identify students, staff, parents/carers and other users of school facilities who require additional support to access school facilities/ information	Information & key school facilities are accessible to all	• Audit carried out of students, staff, parents/carers and other users of school facilities to establish levels of support needed • Database established of parents who require information in accessible format • Accessibility data collection to become part of our SOP for new Y7, Y12 and other students who join within the academic year • Database established of specific needs of hirers of school facilities	Student Services and Administration Manager / Finance & Business Support Assistant Student Services and Administration Manager Finance & Business Support Assistant Premises & Health & Safety Development Officer	March 2026 (and on going in light of staff turnover, new students joining the school changes in needs) July 2026	In progress
To co-ordinate the plans in place to support parents with hearing / visual / physical impairments when visiting the school site.		• Collate existing information about parents' needs and create a SOP to ensure needs are met when accessing school events / visiting the school site.		Summer 2026 On going throughout the year	
Curriculum					
Target	Success Criteria	Actions	Personnel	Time scale	Achieved/ In Progress
To improve provision and support for SEND students	Provision enables all SEND students to access curriculum and achieve targets	• Teachers employ universal provision strategies in all lessons with all pupils • Students requiring additional support identified • List is regularly checked and updated	Associate Assistant Headteacher for Inclusion	Profiles are reviewed and updated on a termly basis.	Ongoing as pupils are taken on roll in mid year transfers and

		• Support identified and outlined in pupil profile which is shared with staff using class charts provision map • Teachers use pupil profiles to familiarise themselves with the needs of the individual students that they teach • Teachers employ appropriate adaptive teaching • Teachers use supportive strategies that are suggested on the pupil profile			a SEN need may be identified at any point in the year. Profiles are reviewed and updated each term.
To improve provision for students with English as an additional language	Provision enables all EAL students to access the curriculum and to make rapid progress	• Baseline assessment for EAL students reviewed and revised as necessary. • Teaching assistant with experience of FL teaching to work with Associate Assistant Headteacher for Inclusion to develop differentiated programme for newly arrived students/students with EAL • TA to meet with subject areas to provide support and guidance for adapting resources	Associate Assistant Headteacher for Inclusion AHT Learning & Achievement / Heads of Department	As required for New to English students when they are taken on roll	In progress
Physical Environment					
Target	Success Criteria	Actions	Personnel	Time scale	Achieved/ In Progress
To make all areas of the school building and grounds accessible for all children and adults and to continue to improve the access of the physical environment for all.	First and second floor classrooms are accessible by wheelchair users / individuals with mobility issues.	• Lift to be installed to enable access to first and second floors for wheelchair users	Premises & Health & Safety Development Officer	Easter 2026 Summer 2026	In progress

	Pupils and adults with visual impairment are able to distinguish the canopy poles located outside the main reception. Pupils and adults who observe Ramadan are able to pray during the school day. The reception area and ground floor toilets are developed to cater for increased PAN, provide a medical room and meeting areas for parents and external agencies to meet staff.	● Coloured paint used to replace tape that has been used to distinguish canopy poles. ● An additional room and cleaning facilities available during Ramadan at lunchtime to accommodate all pupils who choose to pray. ● Guidance for staff who wish to pray during the school day written and shared. ● Appoint consultants for options appraisal. ● Accessibility audit completed for site ● Recommendations from audit reviewed and used to inform Accessibility Plan 2026/27	Premises & Health & Safety Development Officer Support Services Manager Premises & Health & Safety Development Officer	Spring 2026 (and ongoing during Ramadan) tbc	Achieved and ongoing
To ensure that classrooms and offices are adapted to cater for all pupils and adults needs.	Pupils and staff use specialist furniture to work in the school building, including computer access	● Pupil profiles/EHCPs are updated to include recommendations from medical specialists to support access to the physical environment e.g. specialist chairs / cushions. ● Information and recommendations from HR used to support staff needs.	AAHT for inclusion Premises & Health & Safety Development Officer Support Services Manager	Ongoing as pupil profiles / EHCPs reviewed / staff recruited	

