KING EDWARD VI
SHELDON HEATH
ACADEMY

Accessibility Policy

Responsible Board/Committee	SGB
Policy Type	Academy Policy
Policy Owner	L Jensen
Statutory	No
Publish Online	Yes
Last review date	October 2026
Review Cycle	Annual 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 only become non-applicable once the updated version has been approved.
Next Review Date	October 2027
SGB Approval Date	October 2026

Introduction and context

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010 provides a single consolidated source of discrimination law, covering all types of discrimination that are unlawful. However, the Disability Equality Duty in the Disability Discrimination Act (DDA) continues to apply.

The Equality Act 2010 outlaws any discrimination by schools against either current or prospective disabled pupils in their access to education.

This policy is drawn up in accordance with the Equality Act 2010 and it draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DFES in July 2002.

Definition

Disability is defined by the Equality Act 2010:

"A person has a disability 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 carry out normal day to day activities."

The following words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'Normal day to day activities' include everyday things for example: eating, washing, walking and going shopping.

Note: People who have had a disability in the past that meet this definition are also covered by the Act. People with some visual impairments, are automatically deemed to be disabled. There are additional provisions relating to people with progressive conditions. People with HIV, Cancer or Multiple Sclerosis are protected by the Act from the point of diagnosis.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- **Direct discrimination**

An education provider must not treat a disabled student less favourably simply because of their disability. For instance, they can't refuse admission to disabled applicants because they are disabled.

- **Indirect discrimination**

An education provider must not do something for all students which would have a negative effect on disabled students, unless they have a genuine reason. For example, only providing course application forms in one format, which may not be accessible for disabled people.

- **Discrimination arising from a disability**

An education provider must not discriminate against a student because of something that is a consequence of their disability. For example, they can't stop a disabled pupil going outside at break time because it takes them too long to get there.

- **Harassment**

Education providers must not harass students because of their disability. For example, a teacher must not reprimand a pupil for being late to lesson because the time allowed to move across the campus was not appropriate for the disabled pupil.

Aims

KESH Academy aims to include all pupils, including those with disabilities, in all aspects of school life.

Areas of emphasis:

- Not to treat disabled students **less favourably** for a reason related to their disability.
- To make **reasonable adjustments** for disabled students, so that they are not at a substantial disadvantage.
- To continue to **increase access** to education for disabled students.

This duty requires schools to produce an **Accessibility Plan** that identifies the action the school intends to take over a three-year period, to increase access for those with a disability in three key areas and is published and evaluated periodically. The three areas include:

- Increasing the extent to which disabled students can participate in the academy **curriculum**.
- Improving the **environment** of the academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students **of information which is provided in writing** for students who are not disabled.

We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out everyday activities and respect the parents' and child's right to confidentiality.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils; and endorse the key principles in the National Curriculum Framework and the Curriculum Intent of the school. Therefore, KESH Academy will:

- Set suitable learning challenges
- Respond to pupils diverse learning needs

- Overcome potential barriers to learning and assessment for individuals and groups of pupils

Our strategies will include:

- Having high expectations of all pupils
- Following the Admissions Policy and Criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Ensuring classrooms are organised in a way so as not to disadvantage a disabled pupil.
- Ensuring appropriate training is available for teachers and teaching assistants to teach and support disabled pupils.
- Planning lessons that provide opportunities for all pupils to achieve
- Aiming to remove all barriers that may impede learning and participation.

At KESH Academy we will continue to promote an understanding of disabilities throughout the academy and an awareness of the needs of students with a disability.

Activity

a) Education & related activities

The academy will continue to seek and follow the advice of a range of services. These will include, but are not limited to specialist teacher advisers, SEN inspectors and appropriate health professionals from the local NHS Trusts etc.
Within the curriculum, the academy aims to provide full access to all elements; specifically, in all areas of Information and Communication Technology, physical learning, Design Technology and Art.

The academy will have consideration in planning facilities to:

- Ensure continued, full, wheelchair access
- Allow physical ease of access in learning areas (e.g. hydraulic desks and bespoke seating where required)
- Endeavour to ensure optimum visibility for students with visual impairments
- Endeavour to ensure optimum acoustics for students with hearing impairments
- Provide areas to allow for support for students with mental health needs

To develop communication skills in students, enabling them to express thoughts and opinions successfully through speech, writing and sign language as appropriate.

To give advice and support in curriculum subjects as appropriate, to enable disabled students to participate successfully in lessons within the mainstream academy.

To ensure that the needs of all disabled students and staff are represented within the academy.

To create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people.

b) Physical environment

The academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved lighting, acoustic consideration, spatial awareness, sensory sensitive colour schemes and considered information display both in and out of classrooms.

c) Provision of information

The academy will make itself aware of local services, for providing information in alternative formats when required or requested.

Action Plan

The Plan will be monitored through the Head teacher/ Governors. The plan is of necessity, organic and will need adaptation and additions on a regular basis. Additionally, the academy will always endeavour to:

- Improve availability of written material in alternative forms
- Ensure the accessibility of the curriculum for disabled students.

The building

Examples of appropriate design at KESH Academy:

- Disabled toilets including a fully alarmed wet room with ceiling hoist
- Disabled changing facilities
- All parts of the school building are wheelchair accessible
- Disabled parking
- Lifts to all non-ground floor facilities.

Resources

Hydraulic desks where required.

Adapted chairs and stools.

Differentiated written materials such as coloured exercise books, reading overlays, enlarged texts, screen overlays and coloured exam papers.

Ergonomic writing resources such as pens, pencils, rulers, protractors, scissors etc.

Laptops for conditions such as dyspraxia.

Sensory seeking fidget items.

Specialist keyboards, mouse and tracker pads

Voice to text equipment

Moveable hoist

Physio bench and matts

Adaptive knives and scissors

Reader pens

Bespoke sports equipment such as coloured balls for students with visual impairments and light weight equipment.

Linked Policies

This Plan will contribute to the review and revision of related academy policies which includes but is not exhaustive of:

- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Personal Intimate care Policy
- Teaching and Learning