



The Queen's Church of England Primary School

Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.

THE QUEEN'S SCHOOL Accessibility Plan

Agreed by: The Senior Leadership Team [noted by Governors' Pastoral and Premises, Health & Safety Committees]

Date: March 2016 [amended Jan 2017 reflecting move into new building]

Review Cycle: 3 years

Next Full Review Date: March 2019

All the Queen's School policies should be read in conjunction with the Equality Policy.

If you require a copy of this document in large print, braille, audio format, or paper please contact the School Office.

The Queens CE Primary School

Accessibility Plan: 2016-2019

Introduction

The key purpose of this document is to set out the principles and detailed action plan regarding our approach to ensuring the The Queen's School is accessible to all. We believe that this Accessibility Plan is compliant with current legislation and requirements. Please read in conjunction with the school's Equalities Policy.

Definition

The definition of disability under the law is a wide one. A disabled person is someone who has, "a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities"

The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental health issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HI. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

What the Plan Does

Each Action Plan implemented under this document contains relevant and timely actions to:

1. Increase access to the curriculum for pupils with a disability

Eg. Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

2. Improve access to the physical environment of the school, adding specialist facilities as necessary

Eg. This covers improvements to the physical environment of the school and physical aids to access education.

3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

Examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the Accessibility Plan.

Consultation

Current position

At The Queens CE Primary School, we are fully committed to establishing equality for all pupils, their parents, staff and other users of the school. We treat all children as individuals, including those with disabilities. At The Queen's School we celebrate excellence, progress and achievement. We want each and every child to enjoy school, have high self-esteem, to respect and care for others and to know how to be healthy and safe and to achieve well. The Queen's School is a 2 form entry primary school.

There are over 400 pupils on roll. The school currently has a few pupils either on a Statement of Special Educational Needs or with an Education Health Care Plan, this number is increasing, either due to new pupils joining the school with needs requiring EHCPs or because pupils on the current role have gone through an application process to obtain an EHCP to meet their needs. The school promotes an inclusive ethos; adapting provision to accommodate the needs of the individual child as far as is practicable within mainstream education.

Strengths in working with disabled pupils

The school regards its main strengths in working with disabled pupils as:

- Addressing the needs of individual pupils.
- Close communication with parents and carers to ensure we are working together to meet the child's needs.
- Close liaison with a wide range of outside agencies to access expertise as needed.
- Liaising with the Visual Impairment and Hearing Impairment teams at the Local Authority to obtain advice and equipment to support pupils with disability
- Providing training for staff in differentiating for pupils within PE and other lessons.

All areas of the school are accessible

Following transition to the new building in September 2016, all areas of the school are accessible to people with disabilities. The building meets all current building regulations with regards to accessibility.

Consultation

There are very few disabled children within The Queen's School. We carry out consultation with pupils, parents, teaching professionals and health agencies as required according to the individual circumstances of the child. Social services will be consulted if deemed necessary. Individual discussions are also carried out with disabled parents at their request. The views of parents and pupils are sought at annual review meetings and the SENCO frequently liaises with parents in less formal meetings across the year. There are several members of staff who have declared a disability; this is reviewed as circumstances arise, and advice is sought from the LA.

For the writing of this Accessibility Plan in March 2016, a notice was placed in the school's newsletter, inviting members of the school community to come forward to participate in sharing their views and needs for the writing of this scheme, a Parentmail was also sent out to parents to raise their awareness of this item. Very few people responded, however their contributions have been considered in the writing of this plan.

Action plan

The current Action Plan is attached as Appendix A.

This document provides greater detail about what the school considers to be a priority in terms of the three 'themes' of the Accessibility Plan:

- Access to the curriculum
- Physical Environment
- Delivery of Information

Summary of Achievements Since 2011

1. Access to the Curriculum

- The Queen's School continues to address and monitor the needs of the individual via existing arrangements such as annual review meetings, Care Plans and Personal Plans.
- Procedures have become more systematic and Personal Plans are reviewed with parents and pupils termly. Care Plans are reviewed annually and more frequently if the need arises.
- Staff have been trained for interventions in English and Maths to assist pupils with SEND and others who may need to catch up with key skills. This all allows pupils additional support to access the curriculum.
- Training for Support staff is regular and ongoing.
- Laptops are also available and software programmes such as Clicker6 are used to assist pupils in expressing themselves in a written format.
- Where medical needs require we work with the needs of the child, accommodating external medical staff as necessary to administer medication or change dressings/equipment, thus supporting the child to remain at school and to access the curriculum.
- Children with SEND access extra-curricular activities (clubs, after school care).
- Additional swimming sessions and cycling proficiency sessions arranged for pupils with SEND who require this
- We participate in the Borough events for children with SEND e.g. Rise Gala and Athletics
- We work closely with our Local Authority support services and buy into extra services to support pupils' additional needs –Educational Psychology, CAMHS etc.
- Liaison with Hearing Support Services to trial hearing device for a pupil with hearing loss.
- We have used the specialist skills of a teacher in a Special School to advise us on the best method to support a pupil with SEND and have also used the skills of the Inclusion PE specialist in the Local Authority in this way.
- Children from The Queen's School visit and have established links with a local Special School to build relationships
- Links with various special schools have been created to facilitate our pupils to join in extra-curricular sports activities.

2. Physical Environment

- Accessible toilets are available for use on each floor.
- The new building has a lift and step free access on the ground floor. It meets current building regulations.
- A dedicated disabled parking bay is provided on the school grounds.

3. Delivery of Information

- We have Nexus' available for pupils to use in school, this enables independent access to curriculum websites, and features can also be adapted to suit the user (e.g print size, sound)
- 'Communicate in Print' software is available for pupils who require visual support.
- Individual visual timetables are used where necessary to improve communication.
- Some members of staff are trained in the use of Makaton and additional training is arranged for staff who require the skill.
- Interactive whiteboards are used to facilitate ease of delivery, allowing for multimedia usage to improve delivery of information.
- School newsletters and curriculum information is available on the school's website.
- For parents with additional needs, reasonable adjustments are made to ensure they can access the information necessary; e.g. if necessary parent consultations can be arranged individually in a separate room to the school hall for parents with hearing impairments.
- Key Information Sheets are available (held with the admin tem) and are available for supply staff to read so that they are aware of the children's needs in the class that they will be teaching.

Appendix A

ACCESSIBILITY ACTION PLAN January 2016-19:

| Access to the Curriculum | | | | |
|--|--|--|--|---|
| Target | Actions to achieve target | Success Criteria | Lead person | Review Date |
| Increase confidence of all staff in differentiating the curriculum | Assess staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods | Raised staff confidence in strategies for differentiation and increased pupil participation | SENCO/Inclusion Manager/Learning and Teaching Lead | On-going and as required July 2016 July 2017 July 2018 |
| Ensure classroom support staff have specific training on disability issues | Through TA meetings & training Update on Dyslexia Update on how to support HI & VI pupils Annual updates | Support staff are even more aware and supportive of pupils needs Pupils well supported in lessons and interventions | SENCO/Inclusion Manager/Learning and Teaching Lead | On-going and as required July 2016 July 2017 July 2018 |
| Use ICT software to support learning | Review needs of learners to consider whether any new software is required to support access to curriculum Consider this in Data Review meetings and Personal Plan reviews | ICT used where necessary – Clicker, recording devices (voice/visual) etc -Pupils can access curriculum fully | SENCO/Inclusion Manager/Learning and Teaching Lead | On-going and as required Data review meetings |
| All educational visits to be accessible to all | Teachers of pupils with disabilities to plan for access to educational visits. Use LA guidance for planning accessible trips when finalised. | All pupils with disabilities access school trips successfully | SENCO/Inclusion Manager | On-going and as required. Review annually also: July 2016 July 2017 July 2018 |

| Physical Environment | | | | |
|--|---|---|--------------------|--|
| Target | Actions to achieve target | Success Criteria | Lead person | Review Date |
| Ensure that site is accessible to wheelchair users where required. | Use of ramp where necessary Liaise with Caretaker | Ramp used for wheelchair users | Inclusion Manager | March 2016 Reviewed: Achieved and moved into new build in September – so no need for ramp. |
| Ensure New Build is accessible to all stakeholders | Notice in newsletter to invite stakeholders to meet with Inclusion Manager to discuss any accessibility requirements. | Notice is in newsletter All stakeholders can access site effectively | Inclusion Manager | September 2016 Ongoing |
| Classroom background noise to be reduced for children with Hearing Impairments | If non carpeted areas with chairs on, Hush Ups to be purchased to quieten noise | Reduced noise from chairs moving | Inclusion Manager | September 2016 Reviewed, carpets are in place and there is no need for Hush-ups |

| Delivery of information | | | | |
|--|--|--|----------------------------|--|
| Target | Actions to achieve target | Success Criteria | Lead person | Review Date |
| Ensure information on websites can be enlarged and statement on website if anyone requires the information in any other format | Speak to web team to check and place wording on website if not already there and obvious. Message in newsletter as a standing item. | Stakeholders will know that if necessary, information can be presented to them in an alternative format. | Inclusion Manager/Web Team | April 2016 There is a High Visibility option on the school's website. |