



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 2021

Review Cycle: 3 years

Next Full Review Date: March 2024

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

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in large print, braille, audio format, or paper
please contact the School Office.**

The Queens CE Primary School

Accessibility Plan

Introduction

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Governing Board

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
- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to

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.

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.

Ethos, Vision and Values

The Queens CE Primary School is committed to ensuring equal treatment of all its pupils, staff and any others involved in the school community, with any form of disability. We will ensure that disabled people are not treated less favourably in any procedures or practices, and will not tolerate harassment of disabled people. We will promote positive attitudes towards disabled people and actively encourage participation by disabled children in school life.

Key Objective

The key objective of the Accessibility Plan is to provide a framework for integrating disability equality into school life, so as to reduce and eliminate barriers, for access to the curriculum and to promote full participation in the school community for pupils, and prospective pupils, with a disability. This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing board will improve equality of opportunity for disabled people. The SEN and Disability Act 2001

extended the DDA (Disability Discrimination Act 1995) to cover education. Since 2002 the Governing Board has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Board of the school to improve awareness of Equality and Inclusion and to increase access to education in the three areas required by the planning duties in the DDA.

- Improve access to the physical environment of the school by adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). 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 aids and equipment, which may assist these pupils in gaining access to the curriculum.
- 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

Principles

The school offers a broad and balanced curriculum to all pupils irrespective of attainment or impairment.

Premises

The Queen's School is situated in one main building with a lift enabling access to the first floor. We have several accessible toilets in the building and an accessible welfare room/bathroom with hoist, adjustable bed and accessible shower.

Strategies for Implementing the Accessibility Plan School

Governors are accountable for ensuring the implementation, review and the reporting on progress of the Accessibility Plan over a prescribed period. Attached is an action plan (Appendix 1) showing how the school will address priorities identified in the plan. In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailored to the requirements of individual needs
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible

The Queen's CE Primary School is committed to equal opportunities and inclusion. This plan should be viewed alongside the following school policy documents:

- Equality policy
- Special Education Needs policy
- School Development Plan

Monitoring and Evaluation

The implementation of this policy is monitored by the Co-Headteachers and by governors, through committee meetings, to evaluate its implementation and effectiveness. This policy will be reviewed by staff and governors every three years, or earlier if the need arises. This policy will be promoted and implemented throughout the school.

Appendix A

ACCESSIBILITY ACTION PLAN January 2020-2023:

TARGET	ACTION REQUIRED	TIMEFRAME	SUCCESS CRITERIA
Access to curriculum			
Continued training for teachers and support staff on different aspects of SEN including differentiation, when required.	Review the needs of all pupils with specific needs and provide relevant training	On-going	All staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process and that needs and expertise will change with time.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation	Review annually On-going	All pupils are able to participate in all out of school activities
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	Reviewed termly by Senco	Children will develop independent learning skills.
Ensure appropriate training for staff who teach/support pupils with a hearing or visual impairment.	Liaise with EIT – Hearing (HI) and Vision (VI) Impaired Services Attend awareness training	On-going	HI and VI pupils successfully included in all aspects of school
Training for all staff in the identification of and teaching children with ASC and other specific learning difficulties.	On-going training on ASC	In place and on-going	Increased access to the curriculum. Needs of all learners met
Access arrangements to meet individual needs when taking tests etc./assessments will be applied for and support provided where required.	Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangement	February to March annually	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential

Physical environment			
Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils.	Specific training in word processing skills through a variety of interactive apps. Specialist seating, sloping boards and footrests for pupils with physical problems. Coloured overlays/ worksheets for pupils with visual difficulty. Pencil grips for pupils with grip difficulty. Sensory aids, sit and move cushions.	Specialist equipment provided when need identified On-going	Increased access to the curriculum. Needs of all learners met
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults.	Audit of accessibility of school buildings and grounds by site manager and Governors. Suggest actions and implement as budget allows.	On-going.	Modifications will be made to the school site to improve access as appropriate.
Delivery of information			
To ensure that all parents and other members of the school community can access information. As needed.	Written information will be provided in alternative formats as necessary and through various media.	On-going.	Written information will be provided in alternative formats as necessary and through various media.
To ensure that parents who are unable to attend school due to accessibility issues have fair and equitable access.	To ensure that parents who are unable to attend school due to accessibility issues have fair and equitable access.	To ensure that parents who are unable to attend school due to accessibility issues have fair and equitable access.	To ensure that parents who are unable to attend school due to accessibility issues have fair and equitable access.