



# Accessibility Plan

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## *ACCESSIBILITY PLAN*

### **Ethos and Aims**

Queenswood School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### **Legislation and guidance**

**The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

### **Definition of disability and scope of the plan**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability (SEND) Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes 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 includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more

accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

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

### **How the plan is constructed**

The School has a disability policy review committee which is chaired by the Bursar and comprises:

- Assistant Head Digital Strategy (Simon Lovell)
- Assistant Head Personalised Learning (Rachel Stewart)
- Director of Communications & marketing (Andy Nicholl)
- Health and Safety Officer (Paul Keen)

The committee may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee are central to the drawing up the School's plan. The following areas are considered as part of this:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

### **How the plan is reviewed and monitored**

The School's disability committee meets biannually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for the meeting of the Summer Term Facilities Committee . Costings are normally allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the implementation of the plan at the June meeting of the Facilities Committee. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

### **Queries and complaints**

Any queries in relation to the Accessibility Plan should be directed to the Bursar. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

### **Other relevant policies**

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- Safeguarding Children (Child Protection) Policy
- Admissions Policy
- Pupil Behaviour Policy
- Health and Safety Policy
- Curriculum Policy
- Equality and Diversity and Anti-Racism Policy

ACCESSIBILITY PLAN

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM					
	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Curriculum audit to ensure that we are offering appropriate qualifications at KS 4 and KS5. To include consideration on resource, staffing, skills and qualifications	Complete Audit	Apr 25	AHPL	Audit Document
	Implement a Policy Review Committee for all disability related policies (including – but not limited to - Accessibility, SEN and Disability & Personalised Learning)..	Resolve who should be part of the committee and the timescales for review. Activate and update Policies as appropriate	Oct 24	B	Committee verification of updated policies
Medium term	Discuss and implement findings of curriculum audit as appropriate.	Consider outcomes and make a plan to implement choices, train, structure and recruit as appropriate	Aug 25	SDH	Audit document feedback
	Ongoing training of existing staff through the PLC to ensure a breadth of needs are catered for.	Review ongoing training schedule with formalised attendance records.	Jan 25	AHPL	Training records, PLC Google Classroom. Three yearly schedule.
	Induction training.	Consider broader remit for induction training with focussed needs based upon teacher skills and	Aug 25	AHPL	Training records

		teaching allocation. Such as EDI.			
Longer Term	Ongoing curriculum review	Consideration to be given to participation during any curriculum changes		SDH	Meeting minutes
<b>ACCESS TO THE SCHOOL AND THE PHYSICAL ENVIRONMENT OF THE SCHOOL</b>					
	<b>Targets</b>	<b>Action and Resource Required</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evidence of Implementation</b>
Short Term	Ensure trips and slips on footpaths and roadways are reduced through resurfacing	Footpaths around ABC resurfaced and at the rear of Centre	Sep 24	BURS	Complete
	Install handrail into Chapel doorway	Maintenance Dept	Oct 24		
Medium term	Remove slips and trips on accessible ramp to the Pavilion and ensure this allows access to the club house.	External company	Sep 25	BURS	
Longer Term	Integrate lifts into Science and the Library		2030	BURS	
<b>IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS</b>					
	<b>Targets</b>	<b>Action and Resource Required</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evidence of Implementation</b>
Short Term	Disability training to be programmed in for INSET day for all teaching and support staff	AHPL	Jan 25	AHPL	Part of Schedule
	Consider fonts and colour for dyslexia friendly texts	Ensure all academic staff are aware of colour and font guidance	Apr 25	AHDS	Website, IT guidance

Medium term	Train teachers to present information in a user friendly way	Assess whether IWBs can be used in a different manner	Ongoing & induction	AHPL & AHDS	Specific training to be included in ongoing staff training and induction
Longer Term	British Dyslexia Association quality mark	Assess the requirements and benefit.	Apr 25	AHPL	For consideration