



QUEEN ELIZABETH'S SCHOOL (WIMBORNE MINSTER)

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# Accessibility Plan

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| Title of Policy       | Accessibility Plan                   |
| Review Cycle          | 3 years                              |
| Policy prepared by    | Chris Humphreys (Deputy Headteacher) |
| Committee responsible | Academy Committee                    |
| Date of review        | 22nd May 2021                        |
| Next Review           | 22nd May 2024                        |

## 1. Introduction and Purpose

*This document provides a framework on which schools can base their arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The School Academy Committee are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

The Queen Elizabeth's School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and the Academy Committee of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Queen Elizabeth's School Accessibility Plan shows how access is to be maintained for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

Maintain 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 able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities 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 or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

**2. Scope** - This policy is applicable to all of Queen Elizabeth's School.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and Academy Committee members on equality issues with reference to the Equality Act 2010.

**3. Legal Requirements**

- Equality Act 2010
- Children and Families Act 2014

**4. Policy and Procedures**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives (required from April 2012)
- Equal Opportunities Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement Plan
- Asset Management Plan / Suitability Survey
- School Brochure / Prospectus and Vision Statement

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for the Academy committee will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

In addition:

- The School Brochure / Prospectus will make reference to this Accessibility Plan.
- The School's complaints procedure covers the Accessibility Plan.
- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored through the Governor Community and Environment Committee.

#### **4. Policy and Procedures (Cont'd)**

- The school will work in partnership with the Local Authority in developing and implementing this Accessibility plan and will adopt in principle the “Dorset Accessibility Strategy.”
- The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

## QES Accessibility Plan - 2021 to 2024 : Improving the Curriculum Access

| TARGET  | STRATEGY  | OUTCOME  | TIMEFRAME           | ACHIEVEMENT  |
|---|---|--|---------------------|--|
| To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them | Staff training requirements identified through Performance Management Process<br>Guest speakers, linked professionals, inset, courses agreed based on student intake and need   | All teachers and support staff fully meet the requirements of disabled children's needs with regards to accessing the curriculum   | Ongoing             | Increased access to an appropriate curriculum for all pupils   |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils   | Review all out-of-school provision to ensure compliance with legislation<br>Budget set aside to enable full participation and accompanying support staff.<br>Health Care Plans are updated and clearly available for all staff to access.<br>Adapted transport to be arranged to ensure wheelchair users can attend sporting fixtures and other visits across the region. | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements<br><br>Consideration given at early planning stage for anyone needing support for Accessibility for all trips.<br><br>Health Care Plans are taken into account for all trips risk assessments at the early planning stage.<br><br>Students can attend Inclusive Sports fixtures and participate in school visits. | Ongoing             | Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils<br><br>Trip planning at every stage incorporates explicit consideration of students with SEND. There is an anticipation for 'open invite' trips that some students with SEND are likely to participate in.<br><br>Extended participation of inclusive sports and school visits |
| To ensure classrooms are optimally organised to promote the participation and independence of all pupils                                      | Heads of Faculty/Subject to review available equipment and ensure it is in place for pupils with SEND.<br>Example; riser desks to be made available in the appropriate classrooms for SEND students according to timetables   | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils<br>Riser desks are moved appropriately and location known for easy movement   | Annually thereafter | All students can access the information and participate in all lessons, contributing to their learning and progress.   |

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|   |   | Students with significant HI are timetabled into acoustically adjusted rooms  |                                      |   |
| Training for AC members in terms of Raising Awareness of Disability Issues  | Provide training for AC members   | Whole school community aware of issues relating to Access   | 2021-22 academic year                | The school community will benefit from a more inclusive school and social environment     |
| To deploy Teaching Assistants effectively, taking into account pupil's needs  | Review the needs of pupils and allocate TA support accordingly. Attention to be paid to new entry students. | Pupils' needs are appropriately met through effective deployment of skilled support staff. Information about pupils' individual needs is available through pupil tracker documents. | Sept 2021 and ongoing                | All pupils are supported to achieve their full potential.                                 |
| To provide training for Teaching Assistants to ensure that they are using relevant and up to date strategies to effectively support pupil's learning  | A training programme is delivered that develops the knowledge and skills of TA's.                           | Pupils are effectively supported in lessons with their learning.  | 2021 academic year and ongoing.      | Support staff skills are enhanced, positively impacting on pupils' learning and progress. |
| To provide time for Teaching Assistants and teachers to meet in order to plan learning for SEND pupils  | TA's and teachers meet to plan learning for pupils on a weekly basis.                                       | Pupils' learning is more effectively delivered.   | Review of time available – Sept 2021 | Pupils make increased levels of progress in their learning.                               |
| Continue to work closely with external agencies, acting upon recommendations and advice<br>Eg. Hearing Support Services, Vision Support Services, Speech & Language Therapists, Occupational Therapists, Physiotherapists | SENCO to liaise with other professionals as required  | Pupils' learning is more effectively delivered  | Ongoing                              | Pupils are well supported and make good progress in their learning.                       |

**QES Accessibility Plan - 2021 to 2024 : Improving the Delivery of Written Information**

| TARGET   | STRATEGY  | OUTCOME  | TIMEFRAME      | ACHIEVEMENT   |
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| Availability of written material in alternative formats  | The school will make itself aware of the services available through the LA for converting written information into alternative formats.<br>Specific resources prepared for visually impaired members of the community | The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communication in print, large print or through augmentative communication technology, contrasting colours. | Ongoing        | Delivery of information to disabled pupils and parents improved                       |
| Make available school brochures, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it  | All school information available for all through hard copy and website<br>Ethnicity surveys carried out to inform need for adapted resources   | Autumn 2021    | Delivery of school information to parents and the local community improved            |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment                 | Ongoing advice sought from HVSS on alternative formats and use of IT software to produce customized materials.  | All school information available for all Bank of VI differentiated resources made known to teaching staff  | September 2021 | Delivery of school information to pupils & parents with visual difficulties improved. |

**QES Accessibility Plan - 2021 to 2024 : Improving the Physical Access**

| TARGET  | STRATEGY   | OUTCOME  | TIMEFRAME   | ACHIEVEMENT  |
|---|--|--|---|--|
| <p>To ensure the school is suitable for all stakeholders.</p>                           | <p>QES is a purpose built school where the physical needs of all users, able bodied and disabled were taken into account in the planning and preparation stages. Focus groups were involved and all DDA measures identified were implemented. All legal requirements were included as part of the original brief.</p> <p>An accessibility audit is completed every 3 years</p>                             | <p>All teachers fully meet the requirements of disabled children’s needs with regards to accessing the curriculum</p> <p>Monitoring takes the following forms</p> <ul style="list-style-type: none"> <li>• Email reports</li> <li>• Visual inspections by Site management</li> </ul> <p>School a is aware of any modifications needed to improve accessibility</p> | <p>September 2021</p>   | <p>Increased access to an appropriate curriculum for all pupils</p> <p>The whole school will be fully accessible to wheelchair users and students can mix freely with their peers.</p> |
| <p>Incorporate ‘accessibility’ as part of the whole school Health and Safety audits</p> | <p>FM team, WAT and Judicium to review the site at the next inspection</p> <p>Slip trip and fall hazards identified. (external grounds). Ensure that these elements are taken into account within the general health and safety review of the school - a weekly premises inspection is completed by the FM team.</p> <p>H&amp;S concerns are reported by all staff using the intranet home page button</p> | <p>Ensure that the school’s Action Plan in relation to the outcomes of inspection have an Accessibility Focus</p>  | <p>Summer term 2021<br/>Annually</p> <p>We operate a rolling programme of full audit every year.</p> <p>H&amp;S audit due 16/6/21</p> <p>These are Judicium Education.</p> <p>We also have a continuous programme of internal audit as well</p> | <p>The site is accessible and safe for all students.</p>   |



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|   |   |   | as being inspected twice a year by our insurers for machinery/mechanical equipment.  |   |
| Personal Emergency Evacuation Plans are in place for all pupils who require them  | <p>Allocated Fire Officer on each floor to be aware of each pupil's PEEP to support with evacuation if and as required.(copy sent)</p> <p>Location of refuge points and available communication to be clear and accessible.</p> <p>Permanently and temporarily disabled students are given a PEEP which is shared with the fire marshals and a copy available in our fire evacuation folder</p> | <p>H&amp;S lead/First aid admin/SENCO to draw up a clear plan for the evacuation requirements of particular students – this will entail:</p> <ul style="list-style-type: none"> <li>● Producing a PEEP</li> <li>● Identifying refuge areas</li> <li>● Installing Evachairs at strategic locations if and when the risk assessment in the PEEP requires it.</li> <li>● Provision of training for specific Teaching Assistants in the use of the refuge comms and evachair</li> </ul> | <p>Sept 2021<br/>Ongoing</p> <p>1 x Evachair purchased for risk assessment and trial purposes.<br/>KM was able to assess using this as a means of escape.</p> <p>Written consent for Kaitlin Moors- NOT to be moved out of her wheelchair. EHC plan in place</p> <p>Refuge comms are fully operational and tested regularly.</p> | Ensure that particular students' safety is paramount and well provided for. |
| To continue to work with Chris Marshall, Head of Vision Support Services, to ensure that the school is accessible to students with significant impairments, eg. nystagmus, registered blind | Chris Marshall to visit QE on a half termly basis to review provision. To meet with SENCO.  | Specialist advice to be given to the school on how to best support VI students.   | Half termly 2021 and ongoing   | VI students to be well supported and able to access the curriculum          |

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| <p>To continue to work with Tracey Henry , Hearing Impaired Support Services, to ensure that the school is accessible to students with significant impairments, eg. cochlear implants and other hearing impairments .</p> | <p>Tracey Henry to visit QE half termly or more frequently, if the need arises, to support the students and their hearing devices, enabling them to access their learning.</p> | <p>Specialist advice to be given to the school on how to best support Hearing Impaired students.</p>                    | <p>Half Termly 2021 and ongoing.</p> | <p>Hearing impaired to be well supported and able to access the curriculum.</p>                                     |
| <p>Development of a Physical Needs Base for medical needs of particular students.</p> <p>Re-organisation of medical support.</p>  | <p>An appropriate private space is available to support pupils' needs.</p> <p>Review of Health Care Plans and their availability to all staff</p>                              | <p>Increased awareness of and support for pupil's needs.</p> <p>Medical support available to pupils who require it.</p> | <p>Sept 2021 and ongoing</p>         | <p>Specialist centre of expertise and facility to support pupils (Health Care plans) linked to Particular Needs</p> |