

# Queen Elizabeth's Grammar, Alford

## Accessibility Plan 2019-2022

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### Appendix 1: Action Plan

#### 1. Our commitment

Schools are required under the *Equality Act 2010* to have an accessibility plan. This act replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that *'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.'*

Our school, Queen Elizabeth's Grammar, Alford, aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. It believes that all pupils have a right to a broad, balanced, relevant and inclusive curriculum that challenges them to achieve academic and personal success.

Under the *Equality Act 2010* it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The school aims to encourage and foster the development of all pupils. It is our intention to identify any barriers to learning at an early stage and to ensure that provision is put in place for any specific needs or difficulties. To ensure these needs are supported successfully there is a graduated response that includes teachers, parents and pupils. The relatively smaller size of the school is an advantage as it means it is much more difficult for the needs of an individual pupil to be missed.

The school has a duty to make reasonable adjustments for pupils with a disability where they are at a disadvantage to other pupils in the school so that the disadvantage may be reduced or removed. This includes the provision of auxiliary aids or services where it is reasonable to do so. The school believes that it has the necessary physical features to support pupils with a disability, but there is an expectation that further reasonable adjustments will continue to be made if issues are identified which impact on pupils with a disability.

## 1. Availability of the plan

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

## 2. Aims

### The purpose of the plan is to:

- Ensure that pupils with a disability, a medical condition or other needs can participate fully in the curriculum
- Improve access to the school buildings and grounds to enable pupils with a disability, staff and other members of the school community pupils to take better advantage of the education, benefits, facilities and services provided
- Improve the availability and delivery of accessible information to pupils, staff, parents/careers and other members of the school community

### Other aims

- The school is also committed to ensuring staff are trained in equality issues with reference to the *Equality Act 2010*, including understanding disability issues.
- The school supports any available partnerships, particularly with the local authorities. to develop and implement the plan
- The school aims to include a range of stakeholders in the further development of the accessibility plan, including pupils, parents staff and governors of the school
- The school will identify different forms of communication of the plan, as needs emerge, to enable all disabled pupils to express their views and to hear the views of others

## 4. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice \(Updated 2015\)](#), '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.

## 5. Role of Key Personnel

- **The Governing Body**

The governors monitor and review the SEND policy and the Accessibility Plan on an annual basis. They ensure the Academy's inclusion of students with disabilities meets all aspects of the law.

- **The School Leadership Team**

The Headteacher and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the *Equality Act of 2010*, which extends protection from discrimination to people with what are termed, 'protected characteristics' in almost every area of life.

The Headteacher and SENDCo are responsible for ensuring the implementation of all policies relating to SEND and the full development of a strong ethos of inclusion, within all aspects of the life of the school.

- **All Staff**

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive practices.

## 6. Action Plan

- An Action Plan has been developed using the format below, which will be subject to regular review and updating
- The persons responsible for ensuring the audit takes place are the Headteacher and SENDCo
- The person responsible for monitoring the successful completion of action points is the Headteacher

## 7. Monitoring arrangements

- This document will be formally reviewed every three years, but may be reviewed and updated more frequently if necessary, especially if children's needs change.
- The action points identified in the Action Plan will be regularly reviewed. The SENDCo and Headteacher are responsible for monitoring developments.
- The school will consult with other professionals and services when new situations regarding pupils with disabilities are identified
- Staff will be updated with any changes to the plan and their observations and recommendations will be sought

## 8. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Child Protection Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Information Report
- Special Educational Needs and Disabilities Policy

- Educational Visits Policy
- Equal Opportunities Policy
- Looked After Children Policy

## **9 Complaints**

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## Appendix One Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Targets	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Aim 1: Increase access to the curriculum for pupils with special needs or a disability</b>						
<b>To build on current good practice</b>	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	To maintain the areas identified as good practice To evaluate school systems continually as a dynamic process	Maintain high profile of special needs in school documentation, INSET etc. Implement successfully many of the targets and objectives below Continued evaluation and refinement of information systems to assist effective evaluation of pupil performance and development of individual strategies	SLT, governors, SENDCo, all staff	Ongoing	Parents, pupils and other users respond positively  Teachers continue to maintain a positive, flexible and responsive approach to pupils with special needs

	Appropriate use is made of ICT and other technology to support identified pupils					
<b>To liaise with primary school providers to prepare new intake of children</b>	The school specifically liaises with schools where pupils have an EHCP or other impairments which might restrict access to the curriculum. It also ensures that they have the opportunity to visit the school prior to joining. Parents are also encouraged to liaise with the SENDCo and other staff prior to entry	To identify pupils who may need adapted or additional provision	Ensure that the key staff (e.g. HT, HOS, SENDCo) are identified in each potential feeder school Early identification of potential pupils School attendance at final review where possible Where appropriate extra provision (and staffing) to meet needs identified	HT, SENDCo and HOS	April to July annually, but ongoing as required	Parents and pupils feel confident about starting in their new school and that their needs can be met Provision in place for when a pupil starts the new school
<b>To review all school policies annually</b>	All school policies are routinely updated annually or in response to new criteria	To ensure that they reflect inclusive practice, taking account of disability and are monitored regularly	Headteacher and SENDCo to ensure that special needs of pupils are considered and the requirements of the Equality Act are complied with as policies are reviewed and updated  HT and SENDCo are conversant with changes to legislation and statutory requirements	Headteacher, SENDCo and governors	Ongoing	All policies clearly reflect inclusive practice and procedure

<p><b>To maintain close liaison with parents</b></p>	<p>The school has worked very hard to establish strong relationships with all parents, especially those who have children with identified special needs</p>	<p>To maintain positive collaboration with parents and ensure that they have the opportunity to contribute meaningfully to the arrangement for the support of their child</p>	<p>All staff follow the advice and guidance All communications from parents are responded to promptly and efficiently If appropriate, a key link person for contacts with a parent is identified Ensure that the new GDPR protocols are followed in communications</p>	<p>SLT, All teachers</p>	<p>Ongoing</p>	<p>Positive responses expressed by most parents in their communications with the school Documentation from meetings, reviews etc. clearly demonstrates collaborative working</p>
<p><b>To establish and maintain close liaison with outside agencies for pupils with special or additional needs</b></p>	<p>The school has worked very hard to develop relationships in the light of new arrangements after the Revised Code and in the context of changed resource allocation</p>	<p>To establish positive working approaches and practices with all external partners</p>	<p>To identify the key personnel in each external link and ensure these are regularly updated To ensure that all paperwork requirements are completed efficiently To ensure that all meetings which the school organises with external agencies are well planned and are efficiently conducted, leading to unambiguous outcomes Establish efficient and friendly contact by</p>	<p>SLT, SENDCo,, teachers with linked responsibilities e.g. CP officer/ TAC Co-coordinator and teacher with responsibility for looked after children, all teaching staff</p>	<p>Ongoing</p>	<p>Clear collaborative approaches are in evidence in meetings and in the ensuing paperwork Clear planning and strategies emerge which then impact positively on pupils</p>

			<p>meeting, Email or telephone</p> <p>Ensure that the school is using the most recent referral forms and that it fulfils all the submission criteria</p> <p>Ensure that the cycle of assess-plan-do review is followed-</p> <p>Ensure that the new GDPR protocols are followed in communications</p>			
<p><b>To include pupils with disability, special needs or other access needs as fully as possible in the wider curriculum,</b></p>	<p>The school has always been very proactive in promoting and ensuring the full participation of pupils with special needs, recognizing the immense academic and social benefits this brings. Great care has been taken in risk assessments and in providing appropriate staff: pupil ratios</p>	<p>To ensure inclusion of pupils with disabilities or special needs in all school trips and residential visits</p> <p>To promote the participation of pupils with special needs in other extra-curricular provision</p> <p>To ensure that the participation of pupils is safe, meeting all health and safety expectations</p>	<p>Trips which enhance curriculum learning to be planned with disability and special needs in mind to ensure as full participation as possible</p> <p>If necessary personalized risk assessments and access plans to be produced</p> <p>Appropriate liaison with external agencies and providers</p> <p>Ensure that all staff who are involved in trips and activities are</p>	<p>SLT, Governors SENDCo, Heads of Subject, all teaching staff, providers of extra-curricular services</p>	<p>Ongoing</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made</p> <p>Nearly all trips and visits achieve 100% participation</p> <p>Good participation of pupils with special needs in school extra-curricular activities</p>

			<p>fully briefed about the specific needs of pupils, especially medical issues</p> <p>All staff to be fully aware of the processes and procedures concerning how to deal with an emergency</p>			
<p><b>To adopt teaching methodologies which impact on the learning of pupils with special needs or a disability</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible to pupils. Efforts are made to create and offer information in alternative formats.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources and use of coloured paper where appropriate, in subject departments</li> <li>• PPT slides</li> <li>• Occasional use of pictorial or symbolic representations and visual timetables</li> <li>• Additional information for</li> </ul>	<p>To maintain a creative and imaginative approach to the ways in which learning materials can be differentiated so that they meet the diverse needs of pupils</p>	<p>Teachers to continue to be well informed through the intranet, specifically targeted Emails etc. about the needs of individual pupils with special needs</p> <p>Departments and subject teachers use generic individual pupil strategies to inform their approaches</p> <p>Teachers identify subject specific targets and provision, particularly for pupils with SEPPs</p> <p>Teachers identify and share successful</p>	<p>SLT, Heads of Subject, all teachers, SENDCo</p>	<p>Ongoing</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made</p> <p>Evidence from the key strategies which are provided for subject teachers to use with individual pupils</p> <p>Evidence from SEPPs and from EHC Plans that appropriate strategies have been employed successfully</p>

	<p>home learning on the school intranet</p> <ul style="list-style-type: none"> <li>• Where appropriate subject teachers or TAs present information in a differentiated way, for example using bullet points or writing frames</li> </ul> <p>Access arrangements are considered and put in place for pupils when they undertake statutory testing or public examinations. Where teachers, parents or pupils have concerns the school sometimes carries out diagnostic testing</p>		strategies with colleagues			
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**Aim Two Improve and maintain access to the physical environment so that pupils with a disability, medical condition or other access needs can access education and other services**  
**(Consideration also of the needs of other users with special needs)**

<p><b>Improve the physical school environment</b></p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilet and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Appropriate signage</li> <li>• Lighting and colour schemes</li> </ul> <p>The construction of new sports hall opened in 2019 has been carried out, bearing in mind the need for access for pupils with a range of special needs. In 2019 the school site was made more secure by the introduction of security fencing which will benefit all pupils The school has always tried to make reasonable adjustments as budget allows, whilst meeting fully statutory requirements</p>	<p>To take into account the needs of pupils with physical difficulties and sensory and other impairments when planning and undertaking future improvements and refurbishments of the site and premises</p>	<p>Respond to the issues raised by the annual physical audit of the premises within its ability to make appropriate reasonable adjustments</p>	<p>SLT, Governors, Site Manager,</p>	<p>Annually but also ongoing</p>	<p>Evidence of identification, analysis and progression demonstrated in annual premises review Plans for refurbishment and new build clearly demonstrate that full consideration has been given to the needs of pupils with special needs and disability. The opportunity is also taken to address previously identified shortcomings</p>
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<p><b>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs</b></p>	<p>The school is committed to an inclusive approach and this aspiration is reflected in school documentation, staff training etc.</p>	<p>To maintain vigilance that the school site is safe and accessible for pupils and users To ensure that all staff are fully aware of school health and safety procedures and what to do in an emergency</p>	<p>Highlighting of this aspect in staff training Expectation that it is the responsibility and duty of all staff to report any concerns about access or safety Subject leaders to hold responsibility for their subject areas including adjacent corridors, stairways etc. Site and business managers and their staff understand that safety and access is a priority area of their job, with an obligation to report concerns Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out</p>	<p>SLT, governors , Site manager All staff</p>	<p>Ongoing</p>	<p>As far as possible inclusion for all pupils, ensuring that all reasonable adjustments have been made</p> <p>Safe evacuation in an emergency</p> <p>Concerns are being routinely reported by all staff</p> <p>Evidence that serious concerns have been addressed</p>
<p><b>Ensure that the site is accessible to the full range of potential users</b></p>	<p>The school welcomes all users of the site and the general public. It has complied with statutory requirements with regard to access, including designated disabled parking spaces, lifts, ramps etc. It</p>	<p>To continue to evaluate accessibility and safety on site for all users  To respond to matters raised in annual site accessibility audit</p>	<p>Ensure that the perspective of casual/regular users of the site is considered during the annual accessibility audit</p>	<p>SLT, governors Site manager All staff</p>	<p>Annually but also ongoing and in response to observations from parents and other users</p>	<p>Evidence that serious concerns have been addressed</p> <p>Evidence that school is proactive in establishing the</p>

	has tried to make appropriate adjustments	To evaluate the potential range of special needs of users and general public to improve how they are accommodated	<p>Seek opportunities to find out how accessible the site is to users who have special needs or a disability</p> <p>Business and site managers consider this when dealing with visitors to the school and encourage reporting of any difficulties experienced</p>			views of users of the site with special needs or disability
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### Aim 3 Improve the delivery of information, pupils with special needs or a disability and their parents

<b>Improve the information about special needs for parents pupils and others who wish to access information</b>	The school provides information through its hard copy school brochures and other documentation. Most information is transmitted to parents through the school website, which includes comprehensive information, including an updated Special Educational Needs Information Report and Special Needs Policy. It also provides links for parents to access other sources of external information	<p>To continue to review the school documentation and website information to ensure that it is up to date and in an appealing and attractive format</p> <p>To increase the parental and pupil input to information sources</p>	<p>SENDCo to continue to improve information sources</p> <p>ICT department to support measures to present information in a more imaginative and eye catching way</p> <p>SENDCo to continue to evaluate external support services for parents</p>	<p>SLT, Governors, SENDCo</p> <p>SLT, Governors, SENDCo, all teachers and TAs</p>	Annual but also ongoing	<p>Evidence that appropriate considerations and adjustments have been made</p> <p>Evidence from school documentation and the website</p> <p>Positive response to content from parents and other users</p>
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<p><b>Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so they can fully support their child's education</b></p>	<p>The school is always sympathetic to the needs of parents and gives great consideration to providing information in the parent's preferred format. Some parents prefer a phone call, some an Email, others a brief meeting with staff</p>	<p>To adopt a proactive approach to identifying the access requirements of parents</p>	<p>Ensure that all staff who have contact with parents check that information is accessible to them          Ensure that staff are aware of different modes of communication, e.g. size of font, audio etc.          Newsletters and policies available in hardy copy and appropriate font on request          At present no parents have requested information in a different language, but the school should be prepared to organise this if required</p>	<p>SLT, Governors, SENDCo, all teachers and TAs</p>	<p>Ongoing</p>	<p>Evidence that appropriate considerations and adjustments have been made when these have been requested by parents</p>
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