



Accessibility Policy

Approved by Governors:

Date: October 2020

Review Date:

Date: October 2021

Introduction

The aim of this policy is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability. Queensway school is an inclusive school where all members have the opportunity to be the best they can be. We aim that our pupils will be confident individual who will transition into adulthood, whether into further education, employment or training.

Queensway School recognises its duty under the DDA and Equality Act 2010. The Equality Act simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled pupil unfavourably. Such treatment could amount to:

- direct discrimination,
- indirect discrimination; or
- discrimination arising from disability harassment

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

Specific duties

At Queensway School we will not treat disabled pupils, staff or visitors less favourably and will take reasonable steps to avoid putting any disabled person at a substantial disadvantage. Queensway School is committed to and has high ambitions for all its pupils, responding to the diverse needs and expecting them to participate and achieve in every aspect of school life and will make every reasonable allowance for their individual circumstances. The school is focused on removal of any barriers restricting pupils from achieving their full potential. All pupils should be able to access the curriculum regardless of disability. The School has a duty to make reasonable adjustments for pupils with a disability:

- Where a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Accessibility planning

This plan sets out the proposals of the governing body of the school to improve access to education for pupils with disabilities by:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information which is provided in writing to pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan showing how the school will address its accessibility priorities.

Queensway school priorities are:

1. Increase the extent to which disabled pupils can participate in the curriculum

The school's curriculum covers teaching and learning but also wider provision such as after school clubs, forest schools, cultural activities, activities, trips and educational visits.

Monitor access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that they are as, equally, prepared for life as are the able-bodied pupils. (If a school fails to do this, they are in breach of the Equality Act). It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. We aim that all pupils are offered a broad and balanced curriculum that is differentiated, personalised and age appropriate.

No pupil should be disadvantaged if they have to attend appointments related to their condition. Queensway will provide catchup sessions either through teaching staff or through the pastoral team.

Our staff recognise their duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan
- Continuing to encourage high expectations among staff and pupils
- Investigating and further utilising staff expertise
- Developing and increasing curriculum and extra curricula opportunities to become more inclusive to meet the needs of all pupils
- Ensuring the needs of pupils with temporary disabilities are understood
- Relevant referrals and in-house 1:1 support is available for pupils who may self-harm, bully (victim and perpetrator), require anger management, self-esteem,

relationships, sexuality support or any issues that makes a pupil feel vulnerable or emotional

- Using specialist agencies to investigate and extend opportunities
- Extending training for Teaching Assistants, ensuring it meets the needs of all pupils
- Liaising with partner schools, in anticipation of the admission of new pupils

In performing their duties our governors have regard to the Equality Act 2010. Our governing body:

- Recognises and values the young person's knowledge of their own disability.
- Recognises and values the parent's knowledge of their child's disability.
- Recognises the effect that disability has on a person's ability to carry out activities.
- Respect the child's and the parent's right to confidentiality.

2. Improving the physical environment of schools

The school building currently conforms to Equality Act requirements. The school will continue to regularly review to ensure it continues to meet the requirements of its users and legislation as part of the annual Health and Safety audit. Queensway School will carry out suitable surveys regularly and will pay special attention to the requirements of pupils, staff and visitors in their physical inspection and maintenance. Both Queensway sites are on one level which allows easy access to the school. The physical environment includes steps, parking areas, internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds, Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

We intend to:

- Work closely with the Sensory Inclusion Service to provide opportunities for pupils to have instruction in the latest innovations to support their condition.
- Ensure that specific programmes recommended by occupational therapy and physiotherapy can be safely delivered on site in a suitable environment.

3. Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make the delivery of written information to pupils, staff, parents and visitors with disabilities accessible. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats, this might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language this should be completed within a reasonable timeframe.

We intend to:

- Ensure that all lessons have the appropriate resources at the point of access, this will include printed resources, enlarged print, overlays, colour printing, text to speech software to name a few.
- Where appropriate, other methods of providing written information will be sourced, including, if required, Braille, interpretation, and 1:1 support from Teacher or Teaching Assistant
- In-house visual stress tests are carried out at Queensway and overlays are provided to pupils where necessary
- The seating position for pupils with impaired vision or hearing will continue to be managed to benefit the individuals
- Other appropriate provision will be researched if necessary, including PC equipment for physically disabled pupils

References

The Equality Act 2010: Advice for school leaders, school staff, Governing bodies and local authorities Equality Act Guidance downloads from the Equality and Human Rights Commission – includes Guidance for education providers – what the equality law means for you as an education provide

Management, Co-ordination and Implementation

The Senior Leadership Team will raise awareness of the Accessibility Plan with staff, pupils and visitors

- The Senior Leadership Team to re-evaluate the extent of provision required for individual pupils.
- Staff meetings will discuss this item under health and safety for regular review and update
- The Senior Leadership Team will review strengths and weaknesses of systems used in school
- The school will liaise with partner schools to identify pupils' needs in advance of their admission to Queensway School

Availability of the School's Plan

- The plan will be distributed to all staff, new pupils and their parents with an accompanying letter
- It will be added to the school website
- It will be reviewed annually and amended as necessary

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

- Curriculum Policy
- Educational Visits Policy
- Health and Safety Policy
- Mathematics Policy
- SEND Policy
- Single Equality Policy

ACCESSIBILITY PLAN 2020 - 2022

Area for development	Action points	Outcomes	Timeframe	Success criteria
Ensure that all classrooms are accessible to all pupils	Staff to be informed of pupils needing specific access e.g. seating location, specialised chairs and other specialised equipment	All equipment is in place and accessible for all learners.	September 2020 and ongoing when new pupils arrive	Delivery of information on students to staff Specialist equipment brought. All pupils have the correct equipment to support learning and ensure that the learning environment is fit for purpose.
Ensure that staff are fully aware of pupils needing additional support and differentiation	Staff to be informed of pupils needs Pupils learning mats to be shared with all staff		Fully in place January 2021 to allow time to update pupil mats- review on going as new pupils arrive throughout the year	Delivery of information on students to staff. Learning mats accessible to all staff though T drive and are used to inform staff. Opportunities to discuss pupils at debrief meeting are sought.
Accessibility policy to be shared with Staff, new pupils and parents	Policy to go on to the school website The plan to be given out as part of the induction pack for new staff and pupils. It will be reviewed annually.	Accessibility policy to form part of the induction process and to be shared with all new staff and agency staff	October 2020 and there after Policy to be added to the school website and to be shared verbally with parents/carers who can't access the website.	All parties are informed of the policy.

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<p>Training for teachers on identifying and addressing barriers to learning</p>	<p>CPD to take place on communication and SEN barriers</p>	<p>All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum</p>	<p>Training Spring 2 Term 2021.</p>	<p>Increase in access to the National Curriculum; pupils able to access work more independently</p>
<p>Monitor 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 are the able-bodied pupils.</p>	<p>Leadership teams to seek views of pupils with disabilities during their monitoring and hold Pupil discussions. Pupils had access to the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.</p>	<p>Pupil voice is heard Pupils have the correct equipment in class to support learning.</p>	<p>September 2020 on going throughout the year 2020- 2021</p>	<p>Appropriate provision is available for disabled pupils in each subject.</p>
<p>Quiet, safe room available for pupils with autistic spectrum disorders and SEMH needs within the inclusion department place by</p>	<p>Current spaces to be re-evaluated and a room where sensory needs can be managed will be created.</p>	<p>Pupils with ASD or SEMH needs have a safe room to go to when needed, where they are discretely supervised by the pastoral team</p>	<p>Fully in place January 2021 with</p>	<p>Pupils with significant ASD and SEMH needs are safe within school and more likely to succeed in their learning</p>

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		Fully in		
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.	To assess individual needs of the learner, staff member or visitor who may require specialist facilities. Site audit to be carried out annually to ensure that all improvements or issues are raised. Linking in with the annual health and safety audit	Queensway are able to more fully meet the requirements of disabled children, staff and visitors to the school.	Annual audit As and when if an issues are shared.	Pupil, staff and visitors and able to access the relevant areas of the school.
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.	All users can access appropriate information independently.	Autumn term 2020	All members of the school community have access to all written forms of information.
Training for all staff and governors to ensure they are more able to meet the requirements of disabled children's needs regards to accessing the curriculum.	Staff training is identified and arranged through CPD	Staff and Governors have a strong understanding of our pupils needs.	Spring Term 2021	All staff have attended a training or information session

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<p>Access to learning materials outside of school, particularly for learners with part-time attendance</p>	<p>Development of an online curriculum materials through GCSE Pod and Bedrock.</p>	<p>A basic core curriculum can be supported by additional learning materials which can be accessed in school or from home.</p>	<p>Fully in place for Sept 2020</p>	<p>Pupils who are unable to attend school can more easily access work missed, reducing the need for teachers to set additional work</p>
<p>To work actively to support children and families who are disadvantaged and children who are looked after so that deprivation will not be a barrier to achievement or wellbeing.</p>	<p>CIC Lead to represent children in care within school planning meetings. Family support liaison role created.</p>	<p>Attendance to school and participation in the curriculum and trips to be supported.</p>	<p>Mentor programme, Pastoral team growing o support needs. School counsellor to be in place full time 2021 Ongoing monitoring.</p>	<p>Improved in school attendance and participation within the curriculum and extra-curricular activities.</p>