

QUEENSWOOD SCHOOL



*Strengthening Our Community*

## **ACCESSIBILITY PLAN**

### **STATUTORY POLICY**

<b>Agreed by Governors:</b>	<b>July 2015</b>
<b>Reviewed by Governors:</b>	<b>July 2018</b>
<b>To be reviewed:</b>	<b>July 2021</b>

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Queenswood Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability 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 Disability Discrimination Act. 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 accessing the curriculum.
- Improve and make reasonable adjustments to 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 time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Finance Committee of the Governors.

The Plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Queenswood Primary School and Nursery is a place where we aim to remove all barriers to learning and to provide a caring, vibrant and dynamic environment for all children and adults. In this way we aim to support, encourage and enhance the development of the whole person and the achievement of full potential, whatever that potential may be.

We aim to make learning and teaching fun, inclusive, inspirational and motivating across a broad and creative curriculum that is accessible and provides achievable challenge to all.

We foster responsibility, positive attitudes, confidence, self regard, self esteem, and lifelong learning skills in every child so that all our pupils are well equipped to make positive contributions, to play a positive role in society and to enjoy continued success.

Everybody's achievements are recognised, valued and celebrated and all children and adults are respected for the contributions they make to the life of the school and to the community.

There is a strong sense of the unity of our school family and a team spirit that celebrates diversity, understands and respects the needs of others and encompasses children, parents, staff and governors.

We are committed to improving, developing and maximising the use of the school site and buildings so as to enhance the life of the school as an integrated part of the local community. This will include improving access to the school buildings for those in the school and local community who have disabilities.

**Within this context the school aims to:**

- **increase access for disabled pupils to the school curriculum**
- **improve access to the physical environment of the school**
- **improve the written delivery of information to disabled pupils**

## **Pupil and Staff Information**

At the time of writing, there are no members of staff or children on role at the school who have severe physical disabilities. Occasionally, children and members of staff may be temporarily physically disabled due to injury or illness.

At the time of writing, there are children on role who have autism, emotional difficulties, specific learning difficulties and some physical difficulties.

Members of staff have been extensively trained in differentiating the curriculum and all work within the Special Educational Needs Code of Practice, led by the school's Inclusion Manager.

Staff work with external agencies (e.g. Sensory Impairment Service, Behaviour and Learning Support, CAMHS, Speech and Language and the Educational Psychology Service) when appropriate, and follow offered specialist advice under the supervision of the Inclusion Manager.

Appropriate interventions are in place for children with differing needs.

## **The Nature of the School Site**

The school is built on a split level and is divided into two sections, with the school hall demarcating the main division.

There are a number of staircases of varying lengths that lead to various parts of the building.

A sloping driveway leads to the school car park and to the main public entrance on the first floor. A sloping footpath leads to the children's entrance on the lower floor of the building.

There are three outside play areas, two of which are accessible without the need to go down a slope, a low level adventure playground and a level playing field.

An acoustic fence has been installed along the boundary with the M54 to benefit all staff and pupils, particularly those with hearing impairments.

Most areas of the school are carpeted so as to support noise reduction.

### Increasing the extent to which disabled pupils can participate in the school curriculum

<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Responsible</b>	<b>Time frame</b>	<b>Goals Achieved</b>
Training for staff on differentiating the curriculum with consideration for the SEND code of practice	Undertake an audit of staff training requirements through appraisal procedure	All teachers are in the best position to meet the requirements of disabled children's needs	Leadership team	Oct 18	Increase in access to the curriculum
Audit of pupil needs by SENCO	Review the specific needs for any pupils living with a disability	Class teachers are aware of relevant issues to ensure equality of access to life preparation learning  PEEP written for any identified children	SENCO All staff	September 2018	Improved learning & safety for identified children
All extra curricular activities are planned to ensure, where reasonable, the participation of all pupils	Review all extra curricular activities to ensure compliance with legislation	All extra curricular activities will be conducted in an inclusive environment with providers that comply with current standards	SLT	December 18	Increase in access to all activities
Educational Visits Risk Assessments	Ensure that all risk assessments completed for educational visits include access for disabled pupils if appropriate.	Improved access to educational visits for disabled pupils.	EVC leader	December 18	Appropriate access to educational visits for all pupils with disabilities.
Improve access through use of ICT	Obtain appropriate ICT equipment for pupil with physical disability via OT where appropriate.	Access improved through ease of recording.	Technician	Sep 2018	Equipment in place and being used successfully where appropriate.

## Improving access to the physical environment of the school

Included in the following table are recommendations outlined in the Accessible Building Audit, carried out by the Institute of Public Finance on the request of the LA in October, 2006.

Area Requiring Action	Targets/concerns	Strategies	Outcomes	Time Frame	Goals Achieved
<b>Parking</b>	Ensure that staff are not parking in the disabled bay.	Staff meeting and communication	Disabled parking bay is always accessible	Sep 18	Easier access to main reception doors
<b>Routes and level changes</b>	<p>Painted pathway to the entrance through the car park is faded</p> <p>Sign at vehicle entrance to warn drivers of pedestrian safety is broken</p> <p>No sign indicating route to the pupils' entrance on the lower ground floor.</p>	<p>Re-paint safe pedestrian route through the car park.</p> <p>Erect sign.</p> <p>Erect sign.</p>	<p>Pathway marked.</p> <p>Sign erected.</p> <p>Sign erected.</p>	<p>Summer 2019</p> <p>Summer 2019</p> <p>Summer 2019</p>	<p>Safe access to office is clear</p> <p>Visitors use marked pathway through car park.</p> <p>Drivers taking more care over pedestrian safety.</p>
<b>Room and area signage</b>	Room and area signage needs to be improved with the provision of clear visual signage.	<p>Provide room identification signs in a more uniform font and colour scheme, and situated at a height more easily visible to those in a seated position.</p> <p>Improve positioning of door information signage.</p>	Appropriate signs provided.	Autumn 2018	Signage clearer to all.
<b>Staff room and</b>	Taps are not suitable for people	Consider fitting lever operated	Taps fitted	2015	Taps can be used

<b>classroom taps</b>	with disabilities	taps to classroom and staff room sink units.			easily by all staff and pupils.
<b>Vertical movement and internal level change</b>	Several staircases inhibit disabled progression around the school.	Consult the LA Re fitting a lift from bottom floor to upper floor to improve access	LA fund lift access	Summer 18	Main building accessible to all.
<b>Toilets</b>	Increase the number of disabled toilets available	Consult the LA re funding for the provision of disabled toilets on both levels of the school.	Decisions made leading to further action plans according to available funding streams.	TBC	Toilets accessible to all.
<b>Induction loops</b>	No induction loops provided.	Consider a portable induction loop available for use throughout the site as required.  Consider the provision of a portable infra-red loop for use during confidential meetings to avoid signal leakage.  Consider installing a fixed loop in the hall, with appropriate signage advertising its installation.	Loops provided and installed.	When appropriate	Hearing impaired staff, pupils and visitors able to use loop.
<b>Escape provision</b>	Ensure a range of staff are trained in use of Evac chair	Review escape provision to ensure that the needs of persons with a	Escape procedures include consideration of those with a range of	Training to be given when Evac chair part of PEEP .	All considered in escape procedures.

		range of disabilities are considered.	disabilities.		
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Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

Short/ Medium/Long Term	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Ongoing	<p>Handouts, timetables, worksheets, notices, information about school events, and other documents that are provided in writing for pupils who are not disabled, to be produced in different formats according to the needs of or preferences expressed by pupils and parents.</p> <p>Different formats may include Braille, large print, in simplified language, CD, DVD, sign language or using a sign system.</p>	<p>Secure staff knowledge of how to access specialist services.</p> <p>Be sensitive to the needs of parents and carers who may benefit from a different format for written information.</p>	<p>The school can provide written information in different formats when the need arises.</p> <p>The school is aware of when those needs arise in parents and carers.</p>	Ongoing & as and when appropriate	Information delivered is clear to all recipients.

**The school makes its accessibility plan available in the following ways:**

- An appointment may be made to discuss the plan with a senior member of staff.
- Copies of the plan may be obtained from the administrator, although a small donation will be requested to cover the cost of copying.
- The plan will be made available upon request in different formats according to need.
- The plan is available on the school website [www.queenswood.org.uk](http://www.queenswood.org.uk)