



Queen Elizabeth High School Policy

Accessibility

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Policy and Document Links:

Attendance Policy
Conduct for Learning Policy
Equality Policy
Safeguarding and Child Protection Policy
SEND Policy
Supporting Students with Medical Conditions Policy

Policy Type: Statutory

Publication: Website

Amendments: See Policy Amendment Record

(1) 01.09.17

(2) 01.09.17

Rationale

The Equality Act 2010 states that "schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief or sexual orientation". According to the Equality Act 2010 a person has a disability if:

1. he or she has a physical or mental impairment, and
2. the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

This plan sets out the proposals of the Governing Body of Queen Elizabeth High School to increase access to education for disabled students in the three areas required by the planning duties in the Equality Act 2010:

- increasing the extent to which disabled students can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan. We review our Accessibility Plan every three years and obtain approval from our governing body.

At Queen Elizabeth High School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Queen Elizabeth High School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students.

This means that equality of opportunity must be a reality for our children:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- gifted and talented children
- children who are vulnerable
- all other protected characteristics

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts. We ask families about the nature of their children's needs at induction and take all needs into account when planning all activities.

Physical Environment

Disabled students participate in extra-curricular activities and have access to all parts of the school. There are 5 disabled toilets on site with at least one in each of the site blocks. All disabled toilets are fitted with a handrail and an emergency pull cord.

Additionally, the showers within the accessible changing rooms are wet room cubicles which are wide enough to accommodate wheelchair access.

The school is a two storey building with narrow corridors and several access points from outside. Ramps are at the entry and exits of the three main buildings, and these main entrances have wide doors fitted. The school has emergency signage and escape routes are clearly marked.

For students who require private toilet or changing facilities, due either to a physical need or gender related requirements (most notably transgender), we make every effort to ensure these needs and wishes are met appropriately by providing separate and private facilities.

Curriculum

Disabled students have access to all parts of the curriculum. Depending on the pupil's needs, reasonable adjustments can be made to the PE curriculum where particular challenges are presented. These include additional one-to-one support from an additional adult, and an adaptation of sports equipment used or activities.

- At Key Stage 3 students are taught in their mixed ability groups; the composition of the groups is carefully determined (from primary school data) at the beginning of Year 7; monitoring Tutor Groups, curriculum development and academic demands lies with the Deputy Headteacher, Faculty Leaders and the classroom teachers
- Progress Reviews (teachers' full reports annually ,with interim data reported 3 times annually) are reviewed by SLT, Form Tutors and Faculty Leaders; a range of staff contribute to tracking and documenting student progress, to allow for appropriate interventions, evaluation and modification, as required
- At Key Stages 3 & 4 students are taught according to ability/aptitude in Maths, with some grouping in other subjects according to need. This is the same in Key Stage 4 with the exception of option choice GCSE's which are by their nature mixed ability
- There are guided choices for Y9 students choosing KS4 courses: discussions with students, parents/carers, Learning Support and SLT
- Most able students are identified by their teachers, with curriculum development and extension activities

Information from Student Data

We currently have a whole range of children of all backgrounds, needs and abilities including:

- MLD – (Moderate learning difficulty) Literacy and Numeracy
- SpLD – (Specific learning difficulty) dyslexia, dyspraxia
- ASD (Autistic spectrum disorder)
- VI (Visually impaired)
- HI (Hearing impaired)
- SLCN (Speech language and communication needs)

We collect information from the Key Stage 2 settings, so that we are prepared for children when they arrive in school. We liaise with parents/carers and professionals involved with the children to ensure we provide the right care for their needs.

Access to Pastoral Support

The lead teacher monitoring this section of the Access Plan is the Assistant Headteacher and SENCo/Designated Safeguarding Lead, working with the Key Stage Leader, tutors, School Counsellor

and School Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Behaviour Support Service (BSS), Multi-Agency Safeguarding Hub (MASH) and Primary Child & Adolescent Mental Health Service (PCAMHS), who support the School, contribute additionally to this work. Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda.

Students across the Key Stages have access to appropriate pastoral support within the Student Services Centre dependent on their age and specific needs.

The Designated Safeguarding Lead and Deputy Safeguarding Leads/Child Protection are on site, with developed links to Social Services and Herefordshire Local Education Authority Teams. An out of hours contact is available.

- Looked After Children are identified and monitored (linked to county professionals and following county guidelines)
- Children classified as 'Pupil Premium' are identified and their curriculum progress is tracked by the Pupil Premium Mentor and the Senior Leadership Team
- Children who act as 'Young Carers' are identified supported and monitored (linked to county professionals)
- The Herefordshire Behaviour Support Service support our practice and are a needs led service
- County Educational Psychologists closely support the work of the school, and of individual students, as required by their needs
- Learning Support Teams work closely to conduct specialist educational assessments in order that school staff meet the individual needs of the students and deliver a personalised curriculum where appropriate
- The school links to the Multi Agency Safeguarding Hub (MASH) relating to the Common Assessment Framework (CAF) and the Team Around the Child/Family (TAC/TAF) initiatives
- A personal Advisor, together with our Careers and Work Experience Co-ordinator, support students from Year 8 onwards with work-related learning and planning for the future
- Developed links with primary partnership schools: early identification of individual students' needs, allowing for effective planning and support for transfer of Y6 students into Y7 (for tutor group placement, SEN initiatives, pre-transfer visits)

Access to Information

This section of the Access Plan is monitored by the Academy Business Manager, with support from the school's administration team. The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents/carers, staff and visitors have access to the information that they need, with due regard to confidentiality.

Purpose of this Policy

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)
- and other legislation that provides a right of access

Responses to Requests for Information

All school policies and other relevant documents where for public scrutiny are posted on, and may be downloaded from, the school's website or hard copies may be requested.

Parents/carers/students may not be given access to records which contain information on other staff/students which would breach our Confidentiality Policy and/or the Data Protection Act

All requests for information should be made, preferably in writing, to the Academy Business Manager.

Any complaints should be addressed through the school's Complaints Procedure.

Visitors/external agencies/individuals have access to information (on a need-to-know basis only) by:

- the School's website
- contact with professionals within the school
- by written request to the Academy Business Manager

Accessibility of Information

Queen Elizabeth High School aims to provide information in an accessible format and will respond to individual needs and requests as they arise. For example:

- the school will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents/carers who have difficulty with standard forms of printed information.
- the school will also make information for parents/carers available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. During consultation evenings and review meetings of children's performance in school, details are confirmed to parents/carers how they can access information
- the school will, if the need arises, aim to provide translation or interpreter services to ensure all parents/carers/students can access information
- the school's web site has a 'text only' facility to assist those with a visual impairment

Main Priorities in the Accessibility Policy/Plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- the school draws on the expertise of external agencies to provide specialist advice and support
- the SENCO has an overview of the needs of disabled students
- there are high expectations
- there is appropriate deployment and training of learning support staff
- successful practice is shared within the school
- the school works with partner schools
- disabled students have access to extra-curricular activities
- disabled students have access to the school buildings and are able to utilise rooms, with assistance, as necessary to enable them to fully participate

The Academy Business Manager manages on health and safety in school and the medical needs of students by collating the information from medical professionals to produce care plans. Liaison with the

SENCo and other relevant staff and agencies will take place to review the policy and plan as necessary, this will occur annually.

	Issue	Action	People/ Resources	Time	Success Criteria	Monitoring method
1	Accessibility of written material in alternative formats	School has made itself aware of the services available through its LA for the converting of written information, alternative formats and human translators	Administrative staff and Senco Virtual TA – has strategy banks to support teachers in the planning and preparation of appropriate materials	Ongoing	When requested school will make documents and materials available in alternative formats	Head Teacher, Academy Business Manager parent and staff feedback
2	Raise staff awareness of disabilities issues and promote disability equality	QEHS constantly seeks advice and support from experts to consider the specific needs of pupils staff and visitors to our site. Additional support is given through regular: Staff meetings, Staff training sessions as part of the Continuing Professional Development Assemblies Fundraising and charity awareness to support community cohesion	Local Authority SEND team, CAMHS, School nurses, Paediatric Community Health Services including Physio therapists dietitians and Occupational Therapists. Voluntary agencies and local charities	Ongoing	All school staff are aware of issues. Detailed information and support is passed on to staff. Increased whole school awareness of disability issues.	Head Teacher, SLT, Middle Leaders, Teachers, Support staff, Administrative staff.
3	Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty of disability	Consider alternative communication systems. Consider the way in which information is presented to pupils and consider the ways in which pupils can communicate their ideas	SENCo All staff Advisory teachers for SEND, Sensory and impairments Occupational Therapists and Physiotherapy.	Ongoing	Curriculum is fully accessible to all pupils.	Head Teacher, SLT SENCo
4	Improve visibility of steps and stairs in internal areas	To paint and apply metal edging as required on the identified areas	H and S officer Site manger Governor with responsibility for H and S	Ongoing		

This policy will be reviewed annually to take account of legal and/or other developments or sooner if it contravenes in any way legal compliance.

Policy Amendment Record

Number:	Date:	Amended by:	Details and Location:
1	01.09.17	M Farmer	Checked against The Key Compliance Tracker, adjustments to some terminology to ensure compliance and clarification of interpretation.
2	01.09.17	M Farmer	Style change to incorporate change to school name. References to old name changed to reflect new name. Shelf ready from September 1 st 2017.