



# Queens Park Academy Accessibility Policy and Plan

<b>Approved by:</b>	Holli Smith/Emma Bolton	<b>Date:</b> February 2021
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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Queens Park Academy puts accessibility for all at the heart of the planning and design process.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

At Queens Park Academy our intention is to create an environment in which pupils thrive and want to do their best. We want all pupils to enjoy school, to be challenged to achieve their very best and to consider their time at school as their own 'learning adventure'. We aim to work in partnership with parents, guardians and outside agencies to create a high quality provision with equal opportunities for all. We do this by taking account of our pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all. The achievements, attitudes and well-being of all our children matter.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions:

- To improve access to the **physical environment** (this includes improvements to the physical environment of the school and physical aids to access education)
- To improve access to the **curriculum** for disabled pupils (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- To improve the communication of information to parents / carer and pupils with difficulties (this includes planning to make **written information** that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disability and pupils' and parents' preferred formats and be made available within a reasonable timeframe).

Our 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 to develop and implement the plan, including support and advice from our local authority, Bedford Borough Council.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

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

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>● Our school offers a differentiated curriculum for all pupils following three main waves of support</li> <li>● We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>● Children with disabilities have access to personalized support that meets their needs.</li> <li>● The school liaises closely with outside professionals e.g. Visual and Hearing Impairment Teams</li> <li>● Curriculum progress is tracked for all pupils, including those with a disability</li> <li>● Targets are set effectively and are appropriate for pupils with additional needs</li> <li>● The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	1. The SEND curriculum is broad and ambitious for all SEND learners	1. a) Monitoring of curriculum across the school (book looks, learning walks, planning scrutiny) b) Sanctuary curriculum and intent, implementation and impact carefully planned to ensure a broad and balanced offer	HS	July 2021	School will offer a broad and balanced curriculum for all learners. Evidence of challenge for SEND pupils.
		2. People with SEND will be celebrated as part of the curriculum	2. a) Curriculum resources include examples of people with disabilities (within schemes of work) b) Whole School assemblies with promote people with SEND and their achievements	HS, JM	July 2021	Sanctuary curriculum will include all subjects. Progression of skills will be evident. Evidence of challenge for SEND pupils.
		3. A greater % of pupils with SEND will participate in extra-curricular clubs	3.a) A greater range of clubs will be on offer and children with SEND will be encouraged to attend.	HS	Ongoing	Pupils in school will have an awareness of well-known people with SEND and will be able to talk about them.
				HS	Ongoing	SEND pupil engagement in clubs will increase.

	<ul style="list-style-type: none"> <li>● Pupils with EHCPs have personalized learning plans and provision</li> <li>● Ofsted 2021 commented on the effectiveness of our remote SEND provision during a monitoring inspection</li> </ul>		b) Post- Covid, school will organize inclusion events with other local schools	HS, SH, NF	From Easter 2021	
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Ramps in some doorways</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> <li>● Library shelves at wheelchair-accessible height</li> <li>● Lowered windows at reception</li> <li>● Lighting is suitable for purpose in all rooms with blinds in most rooms to allow for adjustable lighting</li> <li>● Rooms have contrast colours / paint identifying doors from walls to allow for children/people with a visual impairment to distinguish doorways easily.</li> </ul>	<ol style="list-style-type: none"> <li>1. To ensure that wheelchair users can move around the school building with ease.</li> <li>2. To ensure that the personal care needs of children with disabilities will be fully met</li> <li>3. To ensure that outdoor areas (playground , field and forest school) will continue to be</li> </ol>	<ol style="list-style-type: none"> <li>1. An audit of all doorways needs to be taken to ensure they are wheelchair width.</li> <li>2. <ol style="list-style-type: none"> <li>a) The disabled toilet (Sanctuary toilets) needs to be changed so it is child-height.</li> <li>b) A shower will be installed in the Sanctuary toilets</li> <li>c) An additional disabled adult toilet needs to be installed at the CA site.</li> </ol> </li> <li>3. School to complete an</li> </ol>	DR/JA  EB/new MAT  EB/new MAT  EB/new MAT		<ol style="list-style-type: none"> <li>1. All school doorways will be accessible to wheelchair users (both width and use of ramps)</li> <li>2. Children on CA site will be able to access an appropriately sized disabled toilet. They will be able to be washed when needed.</li> <li>3. All children will be able to move around the site safely.</li> </ol>



	<ul style="list-style-type: none"><li>• Letters and information sent home is simplified and includes visuals.</li><li>• Social stories are used to explain changes.</li></ul>					
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## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Special Educational Needs (SEND) Policy
- Supporting pupils with medical conditions policy