



# Accessibility Policy and Action Plan 2015-2018

**Reviewed: November 2015**  
**Next Review and Accessibility Audit: November 2018**



### **Legal Framework**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 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”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

- 1) The Queen Mary’s High Schools’ Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Plan, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Queen Mary’s High School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

- 4) The Queen Mary's High School 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:-
- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability areas, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - Improve and maintain 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 within a reasonable timeframe;
  - Improve and maintain the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include modified 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 timeframe.
- 5) The Queen Mary's High School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Behaviour Management Policy
  - Equality Plan
  - Safeguarding Policy
  - School Prospectus
  - School Improvement Plan
  - Special Educational Needs Policy
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior

to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the Local Governing Body

11) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **Aims and Objectives**

**Our Aims are to;**

- o **Ensure full access to the curriculum for pupils with a disability,**
- o **Improve and maintain access to the physical environment**

*Our objectives are detailed in the attached Action Plan.*

### **Current good practice**

We aim to ascertain information about any disability or health condition in early communication with new parents and carers during the Transition period managed by our Year 7 Personal Achievement Manager and SENDco. For parents and carers of children already at the school, we collect information on disability as part of an annual process. We openly invite parents and carers to update us, as appropriate, via their child's Personal Achievement Manager or Form Tutor.

### **Physical Environment**

Queen Mary's High School was built in 1893 and is situated on Upper Forster Street. The school is currently made up of seven separate buildings. All but two of the buildings are accessible to wheelchair users. There are a number of ramps situated around the school site and a wheelchair lift can be used in the Main School. There are disabled toilet facilities available. The school has internal emergency signage and escape routes are clearly marked.

### **Curriculum**

We see Queen Mary's as a school where students' needs are met through the quality of teaching and learning, pastoral care and guidance and the breadth and richness of the curriculum, both formal and informal, which supports students with individual learning needs, disabilities or particular talents. The achievements of everyone in the school community are celebrated.

There is a huge range of physical, sensory and medical needs amongst our pupils. Each child has a Care Plan or Individual Profile and Provision Plan, as appropriate. These documents are available to all members of staff and they ensure that all pupils' needs are met. These plans are reviewed annually or termly by the SENDco as appropriate. We have a small number of children at Queen Mary's High School who have a sensory impairment. The SENDco liaises with external agencies as appropriate and we have access to auxiliary equipment. We currently have a Personal Care and Mobility Assistant who works with pupils who have physical impairments, as appropriate.

### **Information**

- Written information to pupils, staff, parents and visitors with disabilities is adapted as appropriate. Information can usually be accessed via our website and SIMS.

On 16<sup>th</sup> October and 19<sup>th</sup> November 2012 a working party of 6 students from Years 7-10 and Year 12 and 2 members of staff (LJT and CLK) convened to consider the Disability Equality Scheme. During the first meeting, the action plan from 2010 was revisited and an action plan was devised. Both action points from the plan have been met. A review of the 2013 Accessibility Action Plan took place in December 2015. As a result the following Accessibility Action Plan was prepared:

**Queen Mary's High School**  
**Accessibility Action Plan 2015-2018**

<b>Target</b>	<b>Actions</b>	<b>Outcomes</b>	<b>Timescales</b>	<b>Resources</b>	<b>Monitoring</b>
To identify pupils who may need additional to or different from provision for September 2016 Intake.	<ul style="list-style-type: none"> <li>To liaise with primary providers to review potential intake for September 2016</li> <li>Utilise SLT Interview information sheets</li> <li>Liaise with parents as appropriate</li> </ul>	Procedures/equipment/ ideas/Care Plans/IPP&PP/EHCP set in place by September 2016.	Summer Term 2016	SLT PAM SENDco	SLT PAM SENDco  Utilise termly assessment data to track and monitor.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	<ul style="list-style-type: none"> <li>CoP</li> <li>Equality Act</li> </ul>	All policies clearly reflect inclusive practice and procedure.	Summer Term 2016	SLT SENDco	SLT SENDco
To ensure collaboration between all key personnel	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma, epilepsy or mobility issues.	Clear collaborative working approach	Ongoing throughout 2015-2018.	SLT SENDco Outside agencies	SLT SENDco Outside agencies
Continue to Improve physical environment of school environment	Establish a pupil and staff working group so that the school can take account the needs of pupils, staff and visitors	Needs met, as appropriate.	Ongoing	SLT	Headteachers annual report to student, staff and governors of works completed.

**Queen Mary's High School**  
**Accessibility Action Plan 2015-2018**

	with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.				
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Liaise with parents and external agencies, identifying training needs and establish individual care plans where needed.		Ongoing.	SLT SENDco School Nurse	SLT SENDco School Nurse