



Accessibility Policy and Action Plan

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1	AEB		
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This policy and action plan should be read in conjunction with the school's Equality Policy.

1. Introduction

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The following plan is Queen Mary's High School's commitment to ensure the Equality Act is adhered to. This encompasses all aspects of school to ensure everyone is treated in an equitable manner. Queen Mary's High School is committed to ensuring everyone is free from discrimination of any kind.

2. Definition of Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' impact on your ability to do normal daily activities.

3. Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, parents and stakeholders with a disability.

4. Principles

Queen Mary's High School has a Special Educational Needs Policy which focuses on compliance with the Equality Act to ensure we achieve the best possible outcomes for those with additional needs. The School is committed to achieve the very best for all students, parents, staff and stakeholders to ensure they are treated equally, fairly, with dignity and respect.

Queen Mary's High School recognises its obligations under the Equality Act:

- not to discriminate against disabled students in relation to school admissions and exclusions, and provision of education and associated services,
- not to treat disabled students, staff, parents or stakeholders less favourably,
- to take reasonable steps to avoid putting disabled students at a disadvantage,
- to foster good relations under the public sector equality duty - <http://m.acas.org.uk/index.aspx?articleid=5990>
- to publish an Accessibility Policy and Action Plan.

Queen Mary's High School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all students with a broad and balanced curriculum, differentiated and reasonably adjusted to meet the needs of individual pupils which endorses the key principles in the National Curriculum framework, which underpin the development of an inclusive curriculum:

- setting suitable learning challenges and supporting students in setting achievable goals,
- responding to students' diverse learning needs,
- overcoming potential barriers to learning and assessment for individuals and groups of students,
- offering additional in/out of class support to those students who need it,

The School recognises that a disability is not just a physical limitation.

5. Activity

Queen Mary's High School has taken the following measures to ensure the main activities undertaken in school help us to achieve our overall objective;

- **Education and related activities**

The School will continue to seek and follow the advice of external agencies such as the Local Authority, specialist teacher advisers and SEN inspectors/advisers together with appropriate health professionals from the local NHS Trusts. We will ensure this is reviewed on a regular basis.

- **Physical environment**

Within the limitations imposed by the listed building status of much of the site, the School will take account of the needs of students and visitors with physical difficulties and sensory impairments and ensure that maximum ease of access is achieved. The school will always seek to make reasonable adjustments to accommodate the needs of students and stakeholders with disabilities.

Where a student has an injury or condition which reduces their ability to access the whole school site for a period of time room changes will be put in place on a short term basis to facilitate as much of the curriculum as is feasible.

The School will take account of the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises (particularly

in relation to any new builds), such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings difficulties.

- **Provision of information**

The School will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Plan Actions

A. Gathering Information and Communication	Intermediate (1-3 years)	Long Term (3 years +)
Names of SEND students from primary schools to be gathered via parental meetings at QMHS and passed on to SENDCO who will make contact with primary schools to determine needs.	From June 2019	Ongoing
Names of incoming PP students to be available to all staff via Go4Schools	From Sept 2019	Ongoing
B. Improving Access to the curriculum		
Monitor SEND/PP students' performance at each data drop	SLT to monitor at each data drop and report to LGB	Ongoing
Development of a mental health policy to support students who may have difficulties	Introduction January 2020	Ongoing review and development on a 2 yearly basis
Ensure that all teaching staff of SEND/PP students are informed re any individual needs.	Seating plans include relevant details and staff are signposted to APDR documents on staff shared area	Ongoing and monitored by AHT
C. Premises		
Signage to be placed to indicate points where wheelchair access is provided.	By Sept 2019	-
Where ground floor rooming is needed a box of art materials to be provided to enable students to continue with their work.	As required on an individual basis	-
PE department to provide a programme of appropriate exercise for students with mobility problems who cannot access the upper floors.	As required on an individual basis	-

D. Premises	Intermediate (1-3 years)	Long Term (3 years +)
Survey the site re yellow painting on level changes and re-paint as required. Also disabled bay parking area.	By Sept 2019	Ongoing maintenance of paintwork during the summer breaks
Designate all single toilets as gender neutral and install suitable signage.	By Sept 2019	-
Service door closers to ensure that doors do not close too quickly for mobility impaired students/staff.	By Sept 2019	Ongoing servicing programme
Window replacement programme to increase natural light and ventilation.	By June 2019	-
Prepare a Risk Assessment for the lifting of a wheelchair where ramp access is not possible.	By Sept 2019	-
Where issues highlighted re computer screen usage causing migraines or other related problems – provide anti-glare screen covers.	As required on an individual basis	-
Assess the feasibility/necessity of installing a fence at the top of the ramp near Richardson House to avoid trips/falls. Install if appropriate.	Installation completed by July 2020 (if required)	Ongoing maintenance
Introduce enabling plans to outline any classroom/learning modifications required by a student with short term mobility problems so that staff can ensure their needs are accommodated.	Template prepared by Sept 2019. Used as required on an individual basis. Monitored by the SENDCO.	Ongoing as required