

QE Accessibility Plan 2023-24

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Review Date: October 2024

Review Committee: Queen Elizabeth's Local Governing Board – Resources and Finance

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Queen Elizabeth's aims to ensure that everyone within our school community, whatever their needs and abilities, is valued equally and treated with mutual respect. Queen Elizabeth's strives to ensure that all members of its community understand and value diversity.

The Equality Act (2010) defines disability as:

- Someone with a physical or mental impairment
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

We recognise our duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Schools and LA's must:

- not treat disabled students less favourably; and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

The Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

- 1. Increasing the extent to which disabled students can participate in the school's curriculums.*
- 2. Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated purposes.*
- 3. Improving the delivery of information to students with disabilities*

Strand A: Increasing the extent to which disabled pupils can participate in the school curriculum.

Objectives:-

To ensure that all staff are fully aware of the obligation to provide an inclusive curriculum.

To ensure that all members of the school community understand the Equalities Act in its application to schools

To consult parents, students and other agencies about the school priorities for increasing access to the curriculum.

Targets	Strategies	Timeframe	Review
To enable staff to individualise learning for students with disabilities	<p>Pupil passports on Provision Map are regularly updated and identify measures teachers can take in the classroom to make sure students' needs are met. E.g. correct lighting and font size is used for a student with VI.</p> <p>Whole-school CPD explains disability and equality legislation and outlines our specific obligations as a school.</p> <p>SEND Friends in each subject area deliver a programme of continuous CPD on adaptive teaching strategies in each, fortnightly subject meeting.</p>	<p>Ongoing</p> <p>September 2023</p> <p>Ongoing</p>	
To ensure students have full access to assistive technology and are skilled users of a range of supportive software.	<p>Additional training is provided for students, parents and teachers in the use of assistive technology to access curriculum content. This is incorporated into the SEND friend programme for staff.</p> <p>Website 'How to...' guides are updated and regularly shared with staff.</p> <p>1-2-1 training in assistive technologies is provided for all students who need it.</p>	Autumn term 2023	

To ensure SEND students are able to make a successful transition to post-16 education.	Supported transition is in place for all students with an EHCP, through Careers South West (Sue Mendham). CSW meet 1-2-1 with EHCP students in line with individual needs to support applications for post-16 courses and/or apprenticeships. Transition visits to post-16 providers are, if needed, supported by a TA.	On-going Y11 prioritised Autumn term 2023	
To ensure that barriers towards achievement in exams are mitigated for SEND students	Students are tested for Exam Access Arrangements in a timely manner and EAA paperwork is completed in detail prior to each exam season. Students are provided with scribes/ assistive technology/ extra time etc. in line with their individual needs. Adjustments to the physical environment (e.g. lower lighting, separate room, access to appropriate facilities such as a suitable toilet) are considered as part of exam access arrangements, as specified in JCQ guidance.	Ongoing.	
To ensure staff are confident they can meet the health needs of students.	Staff are given regular training on frequently-met conditions and any conditions that are new to the school. New staff are given additional training and information. A summary of health conditions is stored on the R-drive and emailed to staff each half term. Posters summarizing health needs are displayed in each staff room and at each food outlet around both sites. 2	September 2023 Half-termly	
To enable emergency support for students who need asthma medication or an epipen.	Emergency asthma and epipen's to be ordered and stored in reception on the relevant campus.	Termly check of resources and BBE dates.	
To ensure that students' needs are identified accurately.	Parents/ Carers, staff and students are consulted regularly about health/ physical needs and strategies are put in place. A flow chart is created and shared with all staff to ensure that all health information is communicated directly to the SENDCo and Physical and Sensory lead.	Sept. 2023 – Staff survey, parent/carer survey November 2022 – student focus groups May 2024 – staff survey, parent/Carer survey	

		June 2024 – student focus groups	
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Strand B: Improving the physical environment of schools

Objectives:-

To ensure that all members of the school community understand the Equalities Act in its application to schools

To ensure that parents, students and other agencies contribute to school priorities for increasing access to the site and classrooms.

Targets	Strategies	Timescale	Review
To ensure that students and parents/ carers are consulted about their physical needs and how these can be met around the school site.	Individual health care plans are created for each student with physical needs, in consultation with parents/ carers and professionals. Plans are communicated to staff and updated regularly.	September 2023 – new plans in place for all new students plus review of plans for Y8,9,10,11,12,13.	
To ensure that students with occupational therapist recommendations have identified strategies in place in school.	OT reports for individual students are reviewed and cross-checked against pupil passports. Recommendations are incorporated into pupil passports as appropriate, including sensory routines in MyPlace and uniform passes/ early lunch passes/ ear defenders as needed.	October 2023	
To ensure that both campuses are accessible to students with physical/ health disabilities.	A full site audit plus ROVIC site visits and report will be conducted to ensure that all areas of both campuses are accessible to students with physical/visual/ auditory needs.	December 2023	
To ensure that all students and staff have access to appropriate facilities (e.g. toilets)	Site audit (see above)	December 2023	

Strand C: Improving the delivery of information to students with disabilities

Objectives:-

To ensure that all members of the school community are aware of the need to identify and provide for pupils who need information provided in alternative formats.

To consult parents, students and other agencies about the school priorities for increasing access to information for pupils with disabilities

Targets	Strategies	Timescale	Review
To ensure all needs are identified and strategies put in place to support full access to education	<p>Termly review of disability/ health needs of students, cross-checked against pupil passports and support plans.</p> <p>Termly review of health needs student posters in staff rooms and in school food outlets.</p> <p>Weekly health needs pupil profile to be shared with staff via the Friday Bulletin.</p> <p>Summary of health needs email to be sent to staff at the start of each half term.</p>	<p>Termly</p> <p>Weekly</p> <p>October 2023 December 2023 February 2024 April 2024 June 2024</p>	

To ensure students can access resources and information.	<p>Pupil Passports are shared with staff with detailed information on individual access needs, to ensure IWB/ Powerpoint text is of the correct size and background colour, close copy is provided as appropriate and lighting/ seating is supportive of individual needs.</p> <p>Bespoke training is delivered to all teachers of key students with significant visual impairment (Clare Hayter, Devon VI team).</p> <p>Students have access to IT to dictate or read text (Claroread/ Office 365 Immersive Reader and Dictate/ Dragon/ reading pens).</p>	<p>Autumn 2023 Spring 2024 Summer 2024</p> <p>September 2023</p>	
To ensure that school sanctions (e.g. RTL referrals) are not the consequence of an unmet need.	<p>Sanctions are monitored for individual students and support plans/ pupil passports amended if necessary. Key students/ issues are discussed at pastoral meetings to highlight necessary resources/ actions needed.</p> <p>Disability/ physical needs are discussed at each termly SEND review to ensure parents' views/ concerns are also incorporated into support plans/ Health Care Plans.</p>	<p>Weekly</p> <p>Termly</p>	
To ensure that all members of the school community are able to access information in a format that meets their needs.	<p>Parent/carers are routinely asked if additional accessibility arrangements are needed if setting up school meetings. All teaching and support staff are trained to ensure this using a checklist.</p>	<p>July 2024</p>	