

QUEEN'S PARK SCHOOL ACCESSIBILITY PLAN



2022

QUEEN'S PARK SCHOOL ACCESSIBILITY PLAN

1. This plan complies with the statutory requirement laid out in the Equality Act 2010: advice for schools DfE Feb 2013 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (updated 2017)

It has been drawn up by the school's Headteacher and INCO, in liaison with the SLT and the Governing Body. It covers the period February 2020 - February 2023.

2. As a school, we are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, acceptance and inclusion.

3. Queen's Park School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- Improve 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.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils with a disability or additional needs are equally prepared for life. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to all pupils, staff, parents and visitors.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. 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. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equalities policy
 - Health & Safety (including off-site safety)
 - Special Education Needs Policy
 - Behaviour and Relationships Policy
 - School Improvement Plan
8. The school will work in partnership with the local education authority, and adaptations for exceptional needs will be planned together.
9. This Accessibility Plan will be published on the School Website, and be available on request from the school office.
10. The School's complaints procedure covers the Accessibility Plan.
11. The Plan will be monitored through the Teaching and Learning and Health and Safety and Premises Committees of the Governors.

Review of Plan - January 2022

| Aim | Current good practice and completed actions <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Short, Medium or Long Term plan | Success criteria |
|--|--|---|---|--------------------|---------------------------------|--|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> Disability training delivered to all staff 2015-2016 Additional teaching aids purchased, including writing slopes, wobble cushions, coloured overlays, etc. Reception Staff trained in use of Makaton 2015-2016 Sensory garden replanted and fully accessible (currently out of use due to window repair) | To support children with disability to access and record learning | Purchase IT equipment, including iPads, to support children with SEN and disability to access the curriculum and record their learning, including alternative communication devices when needed | INCO | S | <p>Children will be able to use alternative technology as needed</p> <p><i>New laptops in Year 6 classrooms and chrome books in trolleys for al key stage 2</i></p> <p><i>Touch Typing intervention started for children in Key Stage 2</i></p> <p><i>Clicker 7 bought and installed on all computers across the school with an upgrade to clicker 8 in January 2022 which is compatible with google classroom</i></p> |
| | | To ensure that teaching is matched to children's needs | Continual to review IEPs, Provision Maps, and targets for children with SEN and disabilities, and to work with teachers to hone these | INCO | S and ongoing | <p>All children will make progress</p> <p><i>Started use of Provision Mapper software to support</i></p> |

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| | | | | | <p><i>the development and communication of ILPs.</i></p> <p><i>Termly monitoring of ILPs in place</i></p> | |
| | | Ensure all children can access all school trips | Teachers to carry out early planning for school trips to make appropriate adjustments for children with disabilities where necessary | All staff | S and ongoing | <p>All children are able to attend all school trips</p> <p><i>Residential for last 3 years have included children with ILPS and significant needs</i></p> <p><i>All children included on school trips. No parental complaints received about lack of access. Additional funding for taxis etc. provided as needed</i></p> |
| | | To reflect the school and wider society's diversity in book collections and visual representations around schools | To carry out an audit of book collections in classrooms, and posters etc. around the school | Literacy coordinators, and PHSE coordinators | M | <p>Books, posters and other resources around the school show diversity and wide range of images of people</p> <p><i>New resources purchased for book corners - however as these were not checked for diversity additional books were bought by EMAS HLT</i></p> <p><i>PP+ funding used to purchase books showing diverse families, focussing LGBT families, and adopted and foster families</i></p> |
| Improve and maintain access | <ul style="list-style-type: none"> Extended services area and new build fully DDA compliant | All children and adults to be able to exit the building quickly in the event of a fire | Review need for chair lifts on stairways for fire access | | M | Disabled children and visitors can leave the building by any exit |

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| to the physical environment | <ul style="list-style-type: none"> • Lower handrails on staircases to playgrounds, unless there is a wheelchair platform • The main areas of school have a passenger lift • Disability training delivered to all staff 2015-2016 • New wheelchair lifts fitted on all ground floor stairs 2015-2016 • Ground floor toilet improved to include changing facilities for personal care of children up to age 7 years 2015-2016 • and improved 2015- Ramps to playground back door and Butterfly classroom smoothed 2016 • Doorways from Year 1 classrooms to playground made wheelchair accessible | | | | | <i>All fire exits are disabled accessible, except for exit by music room which can only be accessed using a staircase. This exit is not routinely used in a fire drill and would only be used in the event other exits were blocked by fire</i> |
| | | | Ensure PEEPs are updated annually | Office Staff | S and ongoing | <p>All children leave the building safely and efficiently</p> <p><i>Ongoing fire drills, as well as a real fire, showed that the procedures are in place, effective and efficient</i></p> |
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| Improve the delivery of written information to pupils | <ul style="list-style-type: none"> • Languages spoken signs are on all doors to classrooms • short throw projectors have been installed to make visuals clearer • All classrooms have an acoustic ceiling to support hearing difficulties and to create a calmer environment for all | To ensure all parents are able to access information about school events and school information | To review the layout, and print, of school communication | | M | <p>All parents and carers can access the information</p> <p><i>System established for all key letters to be passed to EMAS HLTA for translation service</i></p> <p><i>School prospectus has been reviewed</i></p> <p><i>School website has been relaunched. Google translate on the website.</i></p> |
| | | To ensure all children can access written texts | Teachers receive training on layout, suitable font and breaking up of texts for children | | s | <i>Ongoing. Teachers and TAs given training on Clicker 7 including</i> |

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| | | | with dyslexia or visual impairments | | | <i>Fonts, Visual supports etc.</i> <i>Targeted teachers and TAs have been on training for CVI</i> |
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ACCESSIBILITY PLAN FEBRUARY 2020 - FEBRUARY 2023

| Aim | Current good practice and completed actions <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Short, Medium or Long Term plan | Success criteria |
|--|--|--|--|---------------------------|--|---|
| Increase access to the curriculum for pupils with a disability or other additional needs | <ul style="list-style-type: none"> Additional teaching aids purchased, including writing slopes, wobble cushions, coloured overlays, etc. Provision of laptops in classroom started Clicker 7 installed on all computers in school Touch Typing intervention started | To support children with disability to access and record learning | Purchase IT equipment, including iPads, to support children with SEN and disability to access the curriculum and record their learning, including alternative communication devices when needed | INCO | S | Children will be able to use alternative technology as needed |
| | | To ensure that teaching is matched to children's needs | Continual to review IEPs, Provision Maps, and targets for children with SEN and disabilities, and to work with teachers to hone these Offer Makaton training to staff who work with children who need this, and all Reception staff | INCO | S and ongoing | All children will make progress |
| | | Ensure all children can access all school trips | Teachers to carry out early planning for school trips to make appropriate adjustments for children with disabilities where necessary | All staff | S and ongoing | All children are able to attend all school trips |
| | | To reflect the school and wider society's diversity in book | To carry out an audit of book collections in classrooms, | Literacy coordinators, | M | Books, posters and other resources around the |

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| | | collections and visual representations around schools | library, and posters etc. around the school | and PHSE coordinators | | school show diversity and wide range of images of people |
| | | Ensure that the curriculum fully represents the diversity of the school population, and can be accessed by all children | Curriculum review across all subjects | INCO and subject coordinators | M | Children report enjoying the curriculum and feeling it is relevant to them OFSTED inspections grade curriculum as at least good |
| Improve and maintain access to the physical environment | <ul style="list-style-type: none"> Extended services area and new build fully DDA compliant Lower handrails on staircases to playgrounds, unless there is a wheelchair platform The main areas of school have a passenger lift New wheelchair lifts fitted on all ground floor stairs 2015-2016 Ground floor toilet improved to include changing facilities for personal care of children up to age 7 years 2015-2016 and improved 2015- Ramps to playground back door and Butterfly classroom smoothed 2016 Doorways from Year 1 classrooms to playground made wheelchair accessible | All children and adults to be able to exit the building quickly in the event of a fire | Review need for chair lifts on stairways for fire access | Premises manager | M | Disabled children and visitors can leave the building by any exit |
| | | | Ensure PEEPs are updated annually | Office Staff | S and ongoing | All children leave the building safely and efficiently |
| Improve the delivery of written information to pupils and families | <ul style="list-style-type: none"> Languages spoken signs are on all doors to classrooms short throw projectors have been installed to make visuals clearer All classrooms have an acoustic ceiling to support | To ensure all parents are able to access information about school events and school information | To review the layout, and print, of school communication Ensure website has sound and sight accessibility options | Office staff | M | All parents and carers can access the information |
| | | To ensure that all parents are able to access all school events | Dedicated person in office to contact for accessibility | Office staff to nominate | S | Parents and visitors to school are aware who to |

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| | <p>hearing difficulties and to create a calmer environment for all</p> <ul style="list-style-type: none"> Website relaunched with google translate incorporated | | <p>arrangements for events, named on letters and communications</p> | | | <p>contact for support with accessing the building</p> |
| | | <p>To ensure all children can access written texts</p> | <p>Teachers receive training on layout, suitable font and breaking up of texts for children with dyslexia or visual impairments</p> <p>CVI training delivered for all staff</p> | <p>INCO</p> | <p>s</p> | <p>CVI and Clicker 7& 8 training are delivered.</p> |