

Queenswood



# Accessibility Plan

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# ***ACCESSIBILITY PLAN***

## ***Introduction***

This policy refers to disabled pupils, both current and prospective, in which regard:

- The Equality Act 2010 defines disability as ‘A physical or mental impairment which has substantial and long term adverse impact on a person’s ability to carry out normal every day activities including physical disabilities and those with health, including mental health, or learning disabilities if they meet the legal definition of disability’
- The Children and Families Act 2014 includes ‘Pupils with significantly greater difficulty in learning than the majority of children of their age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools, but not all pupils are disabled by their SEN and vice versa’

It demonstrates how we will develop each of the three strands (curriculum, physical environment and delivery of information) such that disabled pupils will not be treated unfavourably and the reasonable steps we will be taking to avoid putting disabled pupils at a substantial disadvantage in matters of admission and access to the curriculum. This includes improving the delivery of written information to disabled pupils.

## ***Context***

### **Ethos and Aims**

Queenswood School aims to offer the highest quality of teaching and learning and support to all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school. We provide written information to pupils with disabilities in ways that are user-friendly and fully support all pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and nonteaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

*This Accessibility Policy is drawn in compliance with current legislation and requirements as specified in Schedule 10 (related to Disability), of the Equality Act 2010. School Governors are accountable for the implementation, review and reporting on progress of the Accessibility Plan.*

## ***Admissions***

Queenswood School operates an inclusive policy. Provided a disabled pupil meets the required academic standards of entry, where possible, provision is made available for her to receive a full education as either a day pupil or a boarder.

Our approach is summarised as follows:

- We anticipate that pupils with a wide variety of disabilities will apply to and subsequently be educated at Queenswood School; each of these pupils will be assessed and their needs met on a case by case basis
- We will identify the barriers (physical, management and resource) that disabled pupils may encounter in all areas of School life
- We will plan how to overcome the barriers over time and record proposed actions in the Accessibility Plan (“The Plan”)
- We will implement changes in accordance with The Plan
- We will review and update The Plan on a regular basis

### ***Personalised Learning***

Queenswood School operates a Personalised Learning Department. As part of their role they:

- Screen new pupils in order to identify learning difficulties such as dyslexia, dyspraxia or AD(H)D. This may be based on reports from previous schools or baseline testing
- Through appropriate support, both in class and out of class, all girls will be able to participate in the whole curriculum
- Concessions are sometimes made with respect to numbers of subject options taken, to free up time for additional support in key areas
- Teaching materials are adapted if necessary to make them accessible
- Teaching staff are trained in strategies for dealing with pupils with additional needs

Please see the SEN and Disability Policy and the Personalised Learning Policy.

### ***English as an Additional Language (EAL)***

A separate department and policy deals with those who require EAL.

### ***Physical Environment***

Within the limitations imposed by historical buildings which are not capable of modification, we ensure that all buildings are physically accessible as far as reasonably possible. Almost all buildings on campus are accessible by wheelchair at ground floor level, although a number of entrances and doorways are constrained. Accessibility requirements are regularly reviewed and taken into account in all works carried out to improve or upgrade facilities. Major works for new and refurbished buildings take full account of accessibility requirements.

### ***Public Access***

Queenswood School provides access to numerous events and other activities open to the public. Accessibility requirements are taken into consideration in planning all public events.

### ***ICT Access***

A variety of systems are available to enable access, including adjustable height desks and specialised software. Our policy is to provide these items on an on-demand basis as need arises.

### ***3 Year Action Plan***

This plan covers the following issues:

1. Increase the extent to which disabled pupils can participate in the School's curriculum.
2. Improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.
3. Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Bursar and the SENCO will review this plan on an annual basis, or sooner if required and will monitor and evaluate:

- The effectiveness of action taken in the previous year
- Relevant targets for the next school year
- Responses to any further legislative changes

#### **1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM**

The school focus for curriculum management lies with the Deputy Head Academic. We will continue to operate a Learning Support Programme throughout all departments, ensuring that all pupils who may be disabled, including those with learning difficulties, can:

- Participate in the whole school curriculum if that is in their best interests
- Have, on request, access to pupil documents in large print
- Benefit from full disclosure of relevant information between all schools at pupil transfer
- Benefit from staff who work in Learning Support sharing best practice
- Benefit from being given priority in the writing of the timetable with regard to accessible rooms and set allocations

#### **2. ACCESS TO THE SCHOOL AND THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

The School has established a list of areas where access improvements can be made and will actively ensure that conversions to existing areas of the School that sit outside the scope of the Act for new buildings are considered with regard to disabled access and every reasonable effort made to improve access within the scope of the work. These measures include:

- Making newly constructed buildings as fully accessible to disabled pupils as possible
- Ensuring that every reasonable effort is made to purchase equipment that meets the needs of any disabled pupil
- Installation of diffusing lights where computer use makes it necessary
- Ensuring faulty lighting is replaced within 24 hours wherever possible
- Taking measures to ensure acoustic level of between 50-70 decibels are maintained in all classrooms, wherever possible.

#### **3. IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS**

The School arranges for documents to be provided to prospective pupils and parents who have a disability, in forms that meet the need, if so requested and it is reasonable to do so. We currently have all school documentation in large print format on request and run an INSET for all teachers in order to support them in better communication with pupils with Learning Difficulties and/or Disabilities (LDD). Our classroom technology is of a high standard, but as part of our continual quest for improvement we ensure that all replacement technologies give due consideration to better facilitate communication with pupils with LDD, specifically:

- To generate clear images and text in a large print format
- To generate high quality audio/visual materials for use
- To generate printed hand-outs with better clarity

## ACCESSIBILITY PLAN

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM					
	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Curriculum audit to ensure that we are offering appropriate qualifications at KS 4 and KS5. To include consideration on resource, staffing, skills and qualifications	Complete Audit	July 20	HOPL, SDH & HOFs	Audit Document
	Look to engage with families with specific needs before they even start at Queenswood, ensuring that we have trained and skilled the right staff to be ready at the right time.	Targeted engagement during on-boarding.	Mar 20	DER, HOA & HOPL	Checklist of all new starters
Medium term	Discuss and implement findings of curriculum audit as appropriate.	Implement choices, train, structure and recruit as appropriate	Sep 22	SDH	Audit document feedback
	Ongoing training of existing staff through the PLC to ensure a breadth of needs are catered for.	Ongoing training schedule with formalised attendance records.	Sep 21	SDH & HOPL	Training records
	Induction training.	Consider broader remit for induction training with focussed needs based upon teacher skills and teaching allocation.	Sep 21	SDH & HOPL	Training records

Longer Term	Ongoing curriculum review	Consideration to be given to participation during any curriculum changes		SDH	Meeting minutes
<b>ACCESS TO THE SCHOOL AND THE PHYSICAL ENVIRONMENT OF THE SCHOOL</b>					
	<b>Targets</b>	<b>Action and Resource Required</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evidence of Implementation</b>
Short Term	Science doors to allow level access to specialist ground floor facilities		Sep 21	BURS	
Medium term	Main Centre fire exit door to facilitate access and egress to specialist IT and teaching rooms		Sep 22	BURS	
	Main South fire exit door to facilitate access and egress to specialist IT and teaching rooms		Sep 23	BURS	
Longer Term	Integrate lifts into each building		2030	BURS	
<b>IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS</b>					
	<b>Targets</b>	<b>Action and Resource Required</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evidence of Implementation</b>
Short Term	All school documents available in large print – on website and as requested.	Using web browser and technology.	Complete	DER, HOA	Website
	Disability and equal opportunities training to be programmed in for INSET day for all teaching and support staff	NGS	Complete	HOPL	To be given
	Technology upgrade in classrooms	Full roll out	Complete	BURS & HOIT	New IWB Sep 18

Medium term	Train teachers to present information in a user friendly way	Assess whether IWBs can be used in a different manner	1 year	HOPL & HOIT	Specific training to be included in ongoing staff training and induction
Longer Term	British Dyslexia Association quality mark	Assess the requirements and benefit.	2- 3 years	HOPL	Award of quality mark