

# Accessibility Action Plan 2016-2019

## Introduction

QEHS is committed to providing a full, inclusive curriculum for all students and for all students to feel valued. We want all our students to achieve their full potential academically, emotionally, physically and spiritually.

The School Ethos statement is as follows and reflects our commitment to inclusive practice:

### **“Outstanding eagerness to promote good learning.**

This is a happy, friendly, welcoming school where we work together to become all that we can be.

We believe in the love of learning and the highest academic standards for everyone. We value education in its broadest sense. The arts, sport and good citizenship help shape us as individuals and as members of the wider community. We nurture an environment of mutual respect, built on care of others.

Through first class teaching, we are committed to enabling all our students to develop their knowledge and understanding, skills and mindset, so that they can take their next steps with confidence. Our expectation is that every child will grow into a happy, fulfilled and successful adult.”

The Trust Board recognises its responsibility under the Equality Act 2010. As part of the Equality Act, a new combined public authority duty was introduced from April 2011, covering all protected characteristics. Protected characteristics include:

- age
- disability
- gender reassignment
- marriage and civil partnerships
- pregnancy and maternity
- race
- religion and belief
- sex and sexual orientation

A disability under the equalities act 2010 is: ‘a physical or mental impairment which has a long term and substantial adverse affect on their ability to carry out normal day to day activities’. This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

The Trust Board recognises its duty

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students so they are not at a substantial disadvantage
- to publish an Accessibility Plan to increase access to education for disabled students

The plan has three interlinked elements:

1. Increasing the extent to which disabled students can participate in the school curriculum by:
  - Providing for all students a curriculum which is appropriate to their needs.
  - Ensuring that the curriculum is taught in such a way that all students, regardless of any disability may benefit fully from it.

2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services by:
  - Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other disabilities (impairments).
  - Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students.
  
3. Improving the provision of information in a range of formats for disabled students by:
  - Providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disabilities.

QEHS has clear ways of identifying, assessing and making provision for SEN and disability (SEND) as set out in our [SEND information report](#).

We are an inclusive school and welcome learners with different needs and are receptive to new requests regarding accessibility issues and update our accessibility plan as the need arises. We respect the voice of the learner and their family and will always discuss their preferences regarding how learners' needs should be met. At QEHS we make reasonable adjustments for SEND students, including provision of auxiliary aids and services to ensure we minimise any disadvantage for disabled young people.

It is a requirement that the school's accessibility plan is resourced, implemented and revised as necessary and reviewed annually. The plan must be updated every 3 years but may be amended sooner following feedback from users and dependent on changes to the pupil population.

Attached is the action plan showing how the school will address our accessibility priorities from 2016-2019.

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## IMPROVING ACCESS TO THE CURRICULUM

(Increasing the extent to which disabled students can participate in the school curriculum)

(NB: This must be read in conjunction with other policies: Teaching and Learning, Inclusion, Equal Opportunities)

TARGETS	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
<b>SHORT TERM TARGETS</b>			
Continue to refine the schools monitoring and assessment system to gain a more precise picture of the ongoing attainment and progress of SEND students' learning working below the expected level	<ul style="list-style-type: none"> <li>SLT/SENDCo/Data Manager to evaluate the data provided by data team and identify concerns and ensure CLs are fully aware of the progress of SEND learners and target interventions to support them</li> </ul>	From Sept 2016	<ul style="list-style-type: none"> <li>Improved outcomes/progress for SEND learners.</li> </ul>
As school profile is changing with significantly increased numbers of statemented and autistic learners, ensure staff are trained effectively with relevant updates/resources.	<ul style="list-style-type: none"> <li>Whole staff training sessions focusing on autism and responsibility for statemented/EHCP students.</li> <li>Meetings, 1:1/small group support for staff dealing with autistic learners</li> </ul>	From Sept 2016	<ul style="list-style-type: none"> <li>Monitoring of teaching reflects inclusive practice</li> <li>Appropriate differentiated curriculum in place for all students</li> <li>Profile of the autistic learner is increased and staff competent at dealing with individual needs.</li> </ul>
Ensure curriculum is accessible for students in a wheelchair.	<ul style="list-style-type: none"> <li>Additional training for LSAs e.g. in intimate care, use of hoists, evacuation procedures (lifting &amp; handling). Liaise with local authority, other agencies regarding additional needs.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Staff confident in teaching students with disabilities including those wheelchair bound</li> <li>Full access to appropriate curriculum</li> </ul>

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TARGETS	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
SEA and special consideration in exams to be monitored fully throughout the year to ensure appropriate support is in place for all learners with needs	<ul style="list-style-type: none"> <li>• Recording system set up regarding all issues that may become a need for special consideration in exams.</li> <li>• Ensure staff are using all resources/SEA throughout the year so they are regarded as normal practice so SEA can be provided</li> <li>• Ensure learners know how to effectively use their entitlements e.g. 25% extra time.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• All learners gain the SEA and Special Considerations they are entitled to and they use e.g. extra time effectively.</li> <li>• Resources in place e.g. tables accessible for wheelchair access for use in exams.</li> </ul>
Increased contact with CYPs team to ensure appropriate mental health support for SEND learners	<ul style="list-style-type: none"> <li>• Regular meetings in place with CYPs Senior Leader and Senior Deputy Head/SENDCo to review present cases and plan interventions. N.B. dependent upon commitment from CYPs</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Ongoing cases reviewed regularly.</li> <li>• Timely CYPs intervention in place.</li> </ul>
<b>MEDIUM TERM TARGETS</b>			
Continue to improve the quality of learning experience for disabled students.	<ul style="list-style-type: none"> <li>• Further develop links with local specialist provision i.e. Hexham Priory School to benefit QEHS students with specific learning needs/disabilities.</li> <li>• Further staff training for SENDCo and other staff.</li> <li>• Ensure appropriate adaptations to individual curriculum for disabled students in line with developing needs.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Inclusive curriculum</li> <li>• Needs of all students are met and feedback is positive.</li> </ul>

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TARGETS	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
Provision of IT resources/support for students to ensure they can access the curriculum effectively	<ul style="list-style-type: none"> <li>• Meeting of Pete Elliot (Senior Leader Technology for learning) and SENDCo.to identify needs of SEND Learners. Consider costings of provision and feed into whole school planning.</li> </ul>	Sept 2016/ongoing	<ul style="list-style-type: none"> <li>• I.T. support in place e.g. provision of laptops/tablets.</li> </ul>
<b>LONG TERM TARGETS</b>			
Review short term and Medium term targets in light of any new legislation/developments	<ul style="list-style-type: none"> <li>• Review the policy, funding etc. and check on changes to the curriculum</li> </ul>	As developments occur	<ul style="list-style-type: none"> <li>• Inclusive curriculum in place for all.</li> </ul>

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## IMPROVEMENTS TO THE ENVIRONMENT

(Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services)

TARGETS	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
<b>SHORT TERM</b>			
<p>Ensure hoists are installed for use of students in wheelchairs/those with mobility difficulties. Ensure evacuation procedures for disabled students are fully understood by all and hoists are used effectively. Changing tables are installed for use with intimate care of disabled students</p>	<ul style="list-style-type: none"> <li>• Appropriate training takes place in use of hoists for all key staff.</li> <li>• Evacuation training is undertaken by key staff.</li> <li>• Intimate care training is undertaken by key LSAs.</li> </ul>	<p>From June 2016</p>	<ul style="list-style-type: none"> <li>• Hoists are used effectively and evacuation procedures are also undertaken effectively.</li> </ul>
<p>Annual audit of classrooms to check they are accessible and DDA compliant</p>	<ul style="list-style-type: none"> <li>• Business manager to organise systematic checking of classrooms for physical barriers e.g. furniture layout etc.</li> <li>• Staff to be made fully aware of their responsibilities including feeding back concerns about access.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Physical access to learners addressed in ongoing fashion. Issues of concern addressed promptly.</li> </ul>

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TARGETS	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
<p>Improve signage around the school to aid navigation and evacuation</p>	<ul style="list-style-type: none"> <li>• Signage to all floor/access in school is reviewed so it is clear to all users (liaise with business manager for review of procedures and funding)</li> </ul>	<p>From Sept 2016</p>	<ul style="list-style-type: none"> <li>• Signage in place.</li> </ul>
<b>MEDIUM TERM</b>			
<p>Continued improvement of environment for disabled learners in line with developing requirements</p>	<ul style="list-style-type: none"> <li>• Review adaptations in place and maintain adaptations already in place.</li> <li>• Continue to take advice from LA/external agencies to ensure we are following their guidance.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Necessary improvements place</li> <li>• Positive feedback from stakeholders.</li> </ul>
<b>LONG TERM</b>			
<p>Undertake any necessary buildings work to ensure access to whole curriculum</p>	<ul style="list-style-type: none"> <li>• Ensure access to food technology on the ground floor of the building.</li> </ul>	<p>When funding available</p>	<ul style="list-style-type: none"> <li>• Physical access improved to particular curriculum areas.</li> </ul>

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## IMPROVING PROVISION OF INFORMATION

(Improving the delivery to disabled students of information which is provided in writing for students who are not disabled)

TARGETS	STRATEGIES	TIMESCALE	SUCCESS CRITERIA
<b>SHORT TERM</b>			
<p>Improve communication with disabled students/stakeholders: ensuring all written material is available in alternative formats.</p>	<ul style="list-style-type: none"> <li>• Regular verbal, e-mail and face to face communication with parents of disabled students.</li> <li>• Allocation of named LSAs to provide one clear contact point.</li> <li>• Open door communication policy, including e-mail contact.</li> <li>• Sign posting parents to additional support.</li> <li>• Ensure all information is available in alternate formats on request and liaise with local authority disability information service to ensure we can do this swiftly/effectively.</li> <li>• Continue to ensure website is clear, simple and easy to use for all stakeholders.</li> <li>• All publications and website denote availability in alternative format on request.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Positive feedback from all stakeholders regarding information being available in a variety of formats appropriate to their needs.</li> <li>• Policy documents and website accessible to all.</li> </ul>

## **Accessibility Action Plan 2016-2019**

### **Management, Co-ordination and Implementation**

Consultation has taken place in the production of the plan via the school website and via discussions with staff and students. The plan will be fully reviewed in Summer Term 2019. This plan is developed in line with other responsibilities:

- SEN Regulation – disabled students are supported through our special needs Department
- Other parts of the DDA (including duties to the general public and to staff and other duties to disabled people under the DDA 2005)

A copy of the QEHS Accessibility Plan is available in the Hydro School Office and parents and other interested parties are welcome to request a hard copy. A copy is also displayed on the school website.

Requests for information, including this plan, in a specific format e.g. large print or auditory versions will be dealt with at the time of request.