



Queen Elizabeth High School

Accessibility Plan

January 2023

Next review date: 01/02/24

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1. Aims

The Aims of this Accessibility Plan are to ensure that Queen Elizabeth High School continues to work towards improving the accessibility of provision for all pupils, staff, and visitors to the school, in line with the provisions of the Equality Act 2010.

The three core purposes of this Plan are to:

- Increase the extent to which **ALL** pupils can participate in the curriculum and wider school community.
- Improve the physical environment of the school to enable **ALL** pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. 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.”

This Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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. These protected characteristics include:

age	disability	gender reassignment
pregnancy and maternity	race	marriage and civil partnerships
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:

- Increasing the extent to which ALL 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.
- Improving the environment of the school to increase the extent to which ALL 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.
- Improving the provision of information in a range of formats for ALL students by:
 - Providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disability.

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 the individual young person.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Relevant legislation and guidance

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the previous collection of laws and it extends protection from discrimination in some areas that were not previously covered. Schools cannot, by law, discriminate against pupils because of their sex, race, disability, religious belief, gender or sexual orientation.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the [Department for Education \(DfE\) guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The Equality Act 2010 requires schools to make 'reasonable adjustments' so that all students can access their facilities and services and to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. The term 'reasonable' is not explicitly defined in the Act, which leaves it up to the discretion of the school to determine what this means within the school's procedures and actions. Some (but not all) of the factors that may influence a decision are:

Financial resources within the school	Cost of the aid or service
Effectiveness of the aid	Effect on other pupils
Provisions already made by the SEN Framework	Health and safety requirements

3. School aspects

All schools must publish at least one specific and measurable equality objective. This (or these) must represent the equality challenges a school recognises it needs to tackle. These objectives are set to cover each 4- year reporting cycle of the duty. The current cycle, for Hadrian Learning Trust's Accessibility Plan began in January 2023 and the objectives should last to January 2027. The school should report annually on progress towards meeting the identified objectives.

Current good practice

The school prides itself on delivering a curriculum for all students that is accessible regardless of actual or potential barriers to learning, with students supported by appropriate adaptations to their needs, be this through staffing, equipment of suitable variations. The school is pro-active in its approach to both identifying and meeting the needs of all students.

The school provides strong individual / pastoral support for all pupils, through form tutors, year group leaders and mentors (through the Standards and Support Team). Access to these support systems is frequently and clearly signposted to all pupils and new starters.

Our Personal, Social, Health and Economic Curriculum is robust, diverse and appropriate, giving all students a breath of understanding about the world we live in and combatting images and information around discrimination.

Physical Environment

The school moved to a new site in September 2021, with all of the benefits of a modern build on 75% of the site, whilst the remaining site is an older heritage building which has been partially modernised.

The new build is a 3 storey building over 4 blocks, with 3 of them interconnecting, the 4th being a sports complex. The older site is a 4 storey building with additional provision provided through lifts, accessible dining halls and learning resource centre, plus a new main hall and theatre.

The site is easily accessible by car, with substantial car parking and marked dedicated accessibility bays. A walking ramp is provided from the school road site entrance to the main reception, this avoids various sets of steps. Disabled and wheelchair access to the building is via the main reception, whilst two of the new blocks has ground floor entrances with lift access to other floors (as does the sports complex). Access to specialist technology rooms is direct from ground level.

The site has 3 functional lifts in the main school complex and ramped access to sport facilities. All areas are accessible to all pupils to enable full access to the curriculum. Clear signage is in place in corridors and stair cases, with lifts clearly indicated. Room numbering is clearly displayed on doors and vision panels are provided where appropriate. The library area and dining room are located on the ground floor, both are open designs. Library resources are at wheelchair height in the library.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. In addition, we look to utilise other support mechanisms such as access to IT, adaptations to delivery and access to assessment aids such as readers and scribes. The level of adjustments required to support access to the curriculum are discussed with parents, pupil, pastoral support and SEND support before implementation is agreed. Such adjustments are regularly reviewed.

Examples of this can be seen on a daily basis; with relevant adaptations provided by staff either through their long term classroom planning or spontaneously to meet the needs (inclusion based) of the individual within the specific context of the lesson. LSAs are deployed strategically to maximise support within the classroom; Additional LSA support is provided for some pupils, however this support may be superseded by direct teacher support for the individual whilst the LSA moves to support the class as a whole.

All staff are frequently made aware and have access to the pupil passports, updated and disseminated by the SENDCo on a regular basis

Information provision

The majority of information is directed home via email, therefore if may be necessary that different forms of communication are made available to enable SEND pupils and their parents / cares access to this information where this is not appropriate. This will be discussed with all parties involved and ways forward agreed and regularly reviewed.

4. Accessibility Audit

This audit is completed at the start of each 4 year cycle and used as a guide to support the development of the action plan.

Item	Point of Note	Green	Amber	Red	Action Point	Cost
1	Is furniture and equipment selected, adjusted and located appropriately?	G				
2	Are pathways and routes logical and well signed?	G				
3	Do we have emergency and evacuation procedures for specific pupils with disability?	G				
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	G				
5	Do furniture layouts allow for easy movement for pupils with disabilities?	G				
6	Are quiet rooms / calming rooms available for pupils who need this facility?		A		Dedicated rooms identified and allocated, staff and pupils made aware of their location.	Nil
7	Are car park spaces reserved for disabled people near the main entrance?	G				
8	Are there barriers to easy movement around the site and to the main entrance?		A		Large, heavy doors at reception cause restricted access for pupils in wheelchairs or with mobility aids.	Investigation required.
9	Are steps needed to the main entrance?	No				
10	Do external steps have contrasting colour edges?		A		Colour markers to be applied to step edging	£250
11	If there are steps, is a ramp provided to access the main entrance?	G				
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	G				
13	Is it possible for a wheelchair user to get through the principal door unaided?			R	The principal doors are not accessible for an unaided wheelchair user. Investigate auto access or other means.	Investigation required.
14	If no is an alternative wheelchair accessible entrance provided?		A (pupils)	R (visitors)	Pupils may enter via multiple access points, visitors are constrained by access to the main reception, investigation into auto access doors may be required.	Investigation required.

Item	Point of Note	Green	Amber	Red	Action Point	Cost
15	Is there a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			R	Wheelchair users can not open the secure inner doors without additional aid, further work will be required on these doors to permit unhindered access to wheelchair users.	Investigation required.
16	Do all internal doors allow a wheelchair user to get through unaided?		A		No doors onsite are automatic and some are heavy doors, wheelchair users generally require support passing through doors.	
17	Do all corridors have a clear unobstructed width of 1.2m?	G				
18	Does each floor have a wheelchair accessible toilet?		A		All newbuild blocks do, however 2 floors of the Hydro building do not.	Investigation required.
19	Does the relevant block have accessible changing / shower facilities?		A		Some units have access, there are multiple facilities on the site as a whole.	
20	If the building is on more than one level, do the internal steps / stairs have contrasting colour edgings?		A		Some require further investigation to identify needs.	Investigation required.
21	Is there a continuous handrail on each internal stair flight and landing?	G				
22	Do the buildings have a lift that can be used by wheelchair users?	G				
23	Do we have any sort of mechanical means provided to move between floors?	n/a				
24	Is it possible for a wheelchair user to use all of the fire exits from areas which they have access?			R	No ramp provided to the Hydro exit to the HMS playground.	£1000
25	Are non-visual guides used to assist people to use the buildings?	Currently no identified need.				
26	Could any of the décor be confusing or disorientating for pupils with disabilities?	G				
27	Is a hearing induction loop available, either fixed or portable, in the school	G				
28	Do emergency alarm systems cater for those with hearing impairment (eg flashing light)	G				

5. Action Plan

The action plan sets out the aims of our accessibility plan in accordance with the Equality Act 210 so that the protected characteristics of sex, race, disability, religion or belief and sexual orientation are not barriers to participation and achievement. We also acknowledge that whilst financial disadvantage is not a legally protected characteristic, it is an aspect that can place limitations on participation and achievement.

(Aims identified with a “\$” are further expanded upon in the School Development Plan.)

Aim	Current Good Practice	Objective(s)	Actions to be taken	Success Criteria	Person(s) Leading	Timescale
<p>Develop curriculum plans at all key stages that reflect the intention and ambition for all students with a focus on disadvantaged /SEND learners. (\$) </p>	<p>The school already fully integrates all learners within the delivered curriculum</p>	<p>Curriculum Leaders, teachers and all students should be able to articulate and evidence how the curriculum is planned and meets the needs of all learners.</p>	<p>Curriculum Leaders will complete and present curriculum plans to the Senior Leadership Team.</p>	<p>CLs will meet with GRA, NES, AML and narrate KS4 curriculum.</p>	<p>AML</p>	<p>Sept 2022</p>
	<p>Additional access arrangements exist through pupil passports and department plans where required.</p>	<p>Long term plans are in place for KS4 and KS5 and articulate the school and subject curriculum intent.</p>	<p>Curriculum Leaders development programme that focusses on curriculum planning, meeting the needs of SEN/DP students and careers/PD.</p>	<p>CLs will meet with GRA, NES, ANL and narrate KS5 curriculum.</p>	<p>GRA</p>	<p>Nov/Dec 2022</p>
	<p>Learning Support Assistants area strategically deployed to support disabled and vulnerable students.</p>	<p>The curriculum intention for the whole school is known by all staff. Stakeholders can access information about the intention in each subject and the long-term plans.</p>	<p>CPD programme planned and implemented between September and February that focusses on inclusion and meeting the needs of all learners.</p>	<p>AML will present to SLT each half term on the Quality of Education in different subjects with actions plans to promote continuous improvement.</p>	<p>AML</p>	<p>Ongoing</p>
	<p>Students and parents are involved in the identification of potential barriers to learning and work alongside staff to find appropriate adaptations to nullify or reduce such barriers.</p>	<p>The curriculum offer is inclusive with provision that meets the needs and ambitions of all learners.</p>	<p>Quality of Education reviews need to focus on the continuing development of the curriculum and ensuring that teachers and students articulate the intentions of the curriculum planning.</p>	<p>The curriculum section of the website will include the QEHS intention, each subject intention and the sequencing from Y9-13.</p>	<p>AML</p>	<p>Jan 2023</p>
			<p>Put in place support for MfL and humanities to plan for wider inclusion. This will involve additional coaching.</p>	<p>Review of the curriculum offer for 2024-25, including a review of the curriculum’s accessibility needs, ensuring it meets the needs of all student groups.</p>	<p>GRA</p>	<p>May 2023</p>

Aim	Current Good Practice	Objective(s)	Actions to be taken	Success Criteria	Person(s) Leading	Timescale
<p>Maintain and where identified as needed; improve, access to the physical environment</p>	<p>Our current school site is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays <p>Disabled toilets</p>	<p>Identify areas for site development.</p>	<p>Review Accessibility Audit and identify areas where the site can be improved to further meet the needs of complete site accessibility for all students, staff and visitors.</p>	<p>Completed review and needs identified</p>	<p>ELS</p>	<p>Mar 2023</p>
		<p>Implement those areas for development where considered reasonably practical and appropriate.</p>	<p>Collate and implement change plan, with clearly identified timescales and development planning, providing this as an Appendix to this document.</p>	<p>Write and publish Change Plan, providing appendix to this document, Providing 3 phases for development as appropriate.</p>	<p>ELS</p>	<p>April 2023</p>
				<p>Complete Phase 1 of site developments specific to Accessibility Plan.</p>	<p>ELS</p>	<p>Oct 2024</p>
				<p>Complete Phase 2 of site developments specific to Accessibility Plan.</p>	<p>ELS</p>	<p>Oct 2025</p>
				<p>Complete Phase 3 of site developments specific to Accessibility Plan.</p>	<p>ELS</p>	<p>Oct 2026</p>
				<p>A school site that is a suitable learning environment for students with disabilities.</p>	<p>ELS</p>	<p>Nov 2026</p>
				<p>Complete Accessibility Audit in preparation for next 4 year cycle.</p>		<p>Jan 2027</p>

Aim	Current Good Practice	Objective(s)	Actions to be taken	Success Criteria	Person(s) Leading	Timescale
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where needed. <p>Pictorial or symbolic representations</p>	<p>All pupils have access to high quality information, both specific to them and generic, delivered in a format that is accessible and appropriate.</p> <p>These needs will be regularly reviewed with parents and students.</p>	<p>Good communication to continue between school and the parents/carers of students with disabilities.</p> <p>SENDCo to regularly updated and disseminate pupil profiles.</p> <p>All staff to be made aware of pupils who may require alternate communications.</p>	<p>Students are able to take a full part in lessons and wider school life.</p> <p>All students are able to access the communications they require in order to be fully involved in the full life of the school.</p>	<p>SENDCo</p> <p>SENDCo</p>	<p>Annual Review of Objectives: Oct 2023 Oct 2024 Oct 2025</p>
Ensuring that all staff know who our vulnerable students are, what support they need and how we can help them to thrive and flourish. (\$)	<p>SENDCo regularly updates and disseminates pupil profiles.</p> <p>Teaching staff have easy access to pupil information and are made aware of specific pupil needs through a robust SEND support system.</p> <p>Teachers of vulnerable students know who they are, their needs and how they can support them to make progress in lesson.</p>	<p>A tracking system will be in place that monitors and evaluates interventions that are in place for students.</p> <p>Heads of Year and Deputy Heads of Year will be able to confidently talk about who the vulnerable students are, what interventions are in place and how successfully they are making progress.</p>	<p>JW and HAC to create lists of all vulnerable students for each year group.</p> <p>HAC to meet with year teams and RAG rate the vulnerable students in relation to progress, ATL, Eng & maths, attendance and behaviour.</p> <p>JW to improve the quality of information on student passports.</p> <p>HAC/JW/AFW to look at provision map and establish how we can use it to track and monitor the progress of vulnerable students.</p> <p>HAC, HOYs and JW to decide on which students will be highlighted at Friday briefings.</p>	<p>At each data round information will be provided on the progress, ATL and attendance of vulnerable students.</p> <p>There are tracking meetings scheduled to evaluate the progress of vulnerable students, at Year and SLT level.</p> <p>HAC will meet regularly with the HoY/DHoYs to check on the progress of vulnerable students.</p> <p>On two occasions during the year, year teams and HAC will report to NES & GRA on vulnerable students. This will include attendance, ATL, and achievement data for individuals and the RAG rating for each year.</p>	<p>JIW</p> <p>HAC</p> <p>HAC</p> <p>HAC</p>	<p>Format in place by Apr 2023</p> <p>Annual schedule in place by Apr 2023</p> <p>Annual schedule in place by Apr 2023</p> <p>Annual schedule in place by Apr 2023</p>

Aim	Current Good Practice	Objective(s)	Actions to be taken	Success Criteria	Person(s) Leading	Timescale
<p>Guarantee that all students (particularly vulnerable students) participate in the wider life of the school including trips, visits and extra-curricular activities.</p>		<p>We will know what activities PP/vulnerable/disabled students are involved in and identify where students need support to overcome barriers.</p> <p>Vulnerable students will be directed to additional activities that support their personal development.</p> <p>DP students will be able to access extra-curricular provision, attend trips and visits without barriers to participation.</p>	<p>Create and implement a system for recording participation in activities.</p> <p>Collate a list of all trips and visits. Monitor the participation of DP/SEND students.</p> <p>Form tutors to interview students and collate information on what they are participating in.</p> <p>HoY/DHoY to target students who are not participating, interview them and identify barriers to participation.</p> <p>Create a policy for funding PP trips and music provision.</p> <p>Establish the Key project targeted at DPs.</p>	<p>Quality assurance on SLT calendar to track PP participation.</p> <p>Pull data once a month and review levels of engagement.</p> <p>Vulnerable students' review meetings to include information from ANH and year teams on engagement.</p> <p>Each half term ANH to schedule form tutor check-ins to monitor student participation in wider life of school and share vulnerable students' data with HoY/DHoY.</p> <p>Policy in place and shared with relevant staff and agencies.</p> <p>Reintroduce the boxing club, gardening and PFM to extend NU activities to Y9 DP students.</p>	<p>ARH</p> <p>ARH</p> <p>ARH</p> <p>ARH</p> <p>SAS</p> <p>ARH</p>	<p>Schedule in place by Apr 2023</p> <p>Schedule in place by Apr 2023</p> <p>Apr 2023</p> <p>Schedule in place by Apr 2023</p> <p>June 2023</p> <p>Sept 2023</p>
<p>Support sixth form vulnerable and disabled student to attend and achieve well. (\$))</p>		<p>Staff will know who are the vulnerable and disabled students area and strategies to support their progress.</p>	<p>All staff to be made aware of students and their specific needs.</p>	<p>Disseminate to all tutors relevant information re access and progress.</p> <p>6th form Mentor to develop tracking and monitoring system for relevant students</p>	<p>REP</p> <p>LUD</p>	<p>Apr 2023</p> <p>June 2023</p>

6. Monitoring arrangements

This document will be reviewed annually and redrafted every 4 years, but may be updated more frequently if necessary.

The next full review and Audit should take place in February 2027

It will be approved by the Executive Headteacher.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Relevant risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Year 1 - 2023 Annual Review

	Policy Review Due	Review Completed	Signature
Policy Author	January 2023		
Student Voice			
School Business Manager			
SENDCo			
Pastoral Leader			

Year 2 - 2024 Annual Review

	Policy Review Due	Review Completed	Signature
Policy Author	January 2024		
Student Voice			
School Business Manager			
SENDCo			
Pastoral Leader			

Year 3 - 2025 Annual Review

	Policy Review Due	Review Completed	Signature
Policy Author	January 2025		
Student Voice			
School Business Manager			
SENDCo			
Pastoral Leader			

Year 4 - 2026 Annual Review

	Policy Review Due	Review Completed	Signature
Policy Author	January 2025		
Student Voice			
School Business Manager			
SENDCo			
Pastoral Leader			