



QUEEN'S CROFT
INSPIRING GREATNESS

QUEEN'S CROFT HIGH SCHOOL

ACCESSIBILITY PLAN

Policy Information

Document Title	Accessibility Plan
School	Queen's Croft High School
Trust	Primitas Learning Partnership
Policy Lead	SENCo
Governing Committee	Local Governing Body
Date Approved	October 2025
Review Date	April 2028
Review Frequency	Every 3 years

Contents

1. Aims
 2. Legislation and guidance
 3. Action plan
 4. Monitoring Arrangements
 5. Links with other policies
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled 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 its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

As a special school, all of our pupils can be considered to be disabled. Our school strapline is “Celebrating individual success,” because we value each pupil as an individual. We work hard to be inclusive and aim to provide equality of opportunity to all our pupils, even when that means extra support is needed to access a particular experience.

The 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 school supports any available partnerships to develop and implement the plan.

We are part of Primitas Learning Partnership and have close links with Staffordshire Local Authority. We work closely with the other Primitas Schools and have excellent working relationships and communication with other local special schools.

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

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

2. Legislation and guidance

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, 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.

This policy complies with our funding agreement and articles of association.

3. **Action Plan** This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	- Our school offers a differentiated curriculum for all pupils - We use resources tailored to the needs of our pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability - All pupils have a one page profile which is regularly updated and reviewed to ensure that all pupils needs are met. - Targets are set effectively and are appropriate for pupils with additional needs - Students all have EHCPs and these inform their SEND do reviews – short term outcomes. These are reviewed regularly alongside their curriculum targets.	1.1 Ensure that information about students' individual targets is available to	Pupils targets written in SEND do reviews. Short term targets uploaded to EFL.	AHT	SEPT 2025	All pupils have a SEND do review document Stating short term targets and regularly reviewed.
		inform teacher planning and to remind students.		AHT	OCTOBER 2025	EHCP outcomes uploaded to EFL
		1.2 Ensure that accreditations are accessible for students with different levels of ability.	KS4 & 5 Option booklet clearly communicates accreditation levels	CO-HT	JANUARY 2026	All pupils have accessible information about their available accreditations.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
2. Improve and maintain access to the physical environment	Our school environment is adapted to the needs of our students. This includes: • Ramps • Corridor width including accessible doors and door guards • Disabled parking bays • Disabled toilets • Accessible outdoor space for all pupils • Breakout spaces in each key stage area • Regulation zones in classes • Specialist sensory equipment such as the 'cubbie' for regulation purposes.	2.1 Specific breakout rooms for individual groups and therapeutic outside agencies Outdoor space accessible to all pupils for the purpose of curriculum Outdoor space specific to classrooms to enable safe space for pupils to regulate. Sensory rooms/areas for pupils to use for regulation and adapted work	E.Longdon – refer to Queen's Croft estate plan on the website. Work agreed for development of outdoor space including anti climb fencing. Save outdoor space specific to certain classes Further paxton gates to enhance security. Muga awaiting planning permission to further allow outdoor accessibility during all seasons. Three additional outdoor buildings approved by Staffordshire	SBM	Autumn 2025 (Buildings) Spring 2026 (Other actions subject to planning)	Funds allocated and agreed at both school and MAT level. Budgets allowed for all additional works directly from school. Also subject to planning but school has received Staffordshire LA approval.

		purposes	LA and are due to be installed at Queen's Croft Autumn term 25 (This will cover therapy room, library and P16 breakout/gym)			
3. Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations (widget) • Communication boards • I-pads with communication apps • Makaton (Including signing choir) • We have a communication champions for each Key Stage	3.1 Ensure that the school's internal signage is accessible to students and visitors with a wide range of additional needs.	New signage within school and outside of school- completed Summer 2025. Communication leads appointed Autumn 2025 x 6- Teaching Assistants specialising in communication across key stages as an additional role.	SBM	Summer 2025 Autumn 2025	New internal/external signage is more accessible. Leads understand their roles and responsibilities within school- budgets been allocated in school- additional payments for temporary communication roles (12 months)

Access Audit that informed this action plan

Feature	Description	Actions to be taken
Number of storeys	The whole school is on one level, all wheelchair accessible. We are a single storey school.	None
Corridor access	All corridors are accessible by wheelchairs. All corridors fire doors have been fitted with fireguards therefore improving accessibility whilst moving around school.	None
Lifts	N/A	
Parking bays	The school has a number of clearly labelled disabled parking bays.	
Entrances	All wheelchair accessible with double sliding/paxton doors for security and video surveillance.	
Ramps	All external classroom doors have ramps where required.	
Toilets	The school has specifically designated disabled/accessible toilets with additional space for wheelchair users in all key stages of school.	
Reception area	Reception has wheelchair accessible security doors with ample space.	
Internal signage	Internal signage of emergency routes have been reviewed. Signage has been updated and reviewed every twelve months.	
Emergency escape routes	Emergency escape routes are all in place, with external doors on each classroom. Clear signage throughout and thorough staff training and responsible individuals for all emergency scenarios e.g. fire	Annual fire training. Termly drills. Training for fire wardens. Annual Risk Assessments and Action plans carried out.

	wardens/lockdown wardens.	
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4. Monitoring Arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by our Local Governing Body.

5. Links with other Policies

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

Health and safety policy

SEND information report

Supporting pupils with medical conditions policy

Fire Risk Assessment

Queen's Croft Estates Plan