



Queen's Croft High School

Accessibility Plan

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Checked by:
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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 students can be considered to be disabled. Our school strapline is "Celebrating individual success," because we value each of them as an individual. We work hard to be inclusive and aim to provide equality of opportunity to all our students, even when that means some of them need extra support 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 the Greywood Multi-school Academy Trust and have close links with Staffordshire Local Authority. We work closely with the other Greywood schools and regularly liaise with our 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 students.

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	<ul style="list-style-type: none"> • 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 • Targets are set effectively and are appropriate for pupils with additional needs • Students all have EHCPs and these inform their Individual Progress Steps (IPs.) These are reviewed regularly alongside their curriculum targets. 	<p>1.1 Ensure that information about students' individual targets is available to inform teacher planning and to remind students.</p> <p>1.2 Ensure that accreditations are accessible for students with different levels of ability.</p>	<p>Student targets displayed in classroom.</p> <p>KS4 option booklet clearly communicates accreditation levels</p>	<p>JLJ</p> <p>DEB</p>	<p>July 2022</p> <p>July 2022</p>	<p>All classrooms have displays of student individual targets.</p> <p>All students have accessible information about their available accreditations.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>2. Improve and maintain access to the physical environment</p>	<p>Our school environment is adapted to the needs of our students. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>2.1 Reception area is improved to make it more accessible.</p>	<p>CIF bid for new reception area submitted.</p>	<p>JH</p>	<p>Dec 2022</p>	<p>CIF bid includes improvements to reception area.</p>
<p>3. Improve the delivery of information to pupils with a disability</p>	<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 • Induction loops • Pictorial or symbolic representations 	<p>3.1 Ensure that the school's internal signage is accessible to students and visitors with a wide range of additional needs.</p>	<p>Review and replace existing internal signage.</p>	<p>JH</p>	<p>July 2023</p>	<p>New internal signage is more accessible.</p>

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	None
Corridor access	All corridors are wheelchair accessible.	None
Lifts	N/A	
Parking bays	The school has a number of clearly labelled disabled parking bays.	
Entrances	All wheelchair accessible.	
Ramps	N/A	
Toilets	The school has three specifically designated disabled toilets with additional space for wheelchair users.	
Reception area	Reception has wheelchair accessible doors but is a little cramped.	Ensure new reception area offers additional space.
Internal signage	Internal signage of emergency routes needs to be reviewed.	Ensure internal signage is accessible to individuals with a wide range of additional needs.
Emergency escape routes	Emergency escape routes are all in place, with external doors on most classrooms.	Ongoing analysis of appropriateness and safety of external escape routes with particular analysis of findings from fire drills.

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