



QUEENSWAY SCHOOL'S ASSESSIBILITY POLICY AND PLAN

1.0 GUIDING PRINCIPLES

1.1 Vision and Philosophy:

At Queensway School we are committed to providing an accessible environment which values and includes all pupils, staff, parents / carers, volunteers and visitors. We endeavour to foster a culture of awareness, tolerance, respect and high aspiration, where diversity is celebrated. Improving standards in accessibility is of paramount importance to us and threads through all aspects of our practice, reflection and evaluation. We interpret our duties under current legislation positively, taking into account the necessary actions to remove barriers to inclusion.

At Queensway School we:

- Make all pupils, staff, parents / carers, volunteers and visitors welcome irrespective of whether they have a disability
- Have high ambitions for disabled pupils and expect them to participate, wherever possible, and achieve in every aspect of school life
- Pledge to provide an environment that enables full curriculum access and which values and includes all pupils, staff, parents / carers, volunteers and visitors regardless of their learning, physical, sensory, social, spiritual, emotional and cultural needs
- Challenge negative attitudes about disability and accessibility, in the spirit of equality
- Identify and remove barriers and respond to pupil's diverse needs so that those with a disability can benefit from a rich educational experience

We strive to ensure that differences do not become barriers to participation, access and learning. We aim to create and uphold inclusive processes and practices, where the varying needs of individuals and groups within our school and the wider local community we serve are identified and met. There will be times where we cannot achieve equality for all by treating everyone the same.

Schools are required under the Equality Act 2010 to have an Accessibility Plan. Queensway School's Accessibility Plan (attached to this policy) shows reasonable adjustments made where reasonable and practicable to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. Whilst the Accessibility Plan is centred around the needs of our pupils, we pay due regard to improving access and inclusion for all stakeholders.

1.2 Aims:

Our school treats all its pupils fairly. This involves providing access and opportunities for all pupils without discrimination of any kind. The purpose of our Accessibility Plan is to show how, over time, we intend to maintain and / or increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of education and associated opportunities.

Our school is also committed to ensuring staff are trained in equality matters with reference to the Equality Act 2010. We will take positive action with regard to disability and to developing a culture of inclusion, support and awareness. The aims of our Accessibility Plan are to:

- A. Increase the extent to which disabled pupils can participate in the curriculum
- B. Look for opportunities to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- C. Improve the availability of accessible information to disabled pupils

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

The Plan provides:

- A statement of current provision for accessibility (good practice)
- A plan of actions and goals to achieve enhanced accessibility
- Details regarding how the plan will be implemented and by whom
- Information about how the plan will be evaluated through clearly specified success criteria

Queensway School's Accessibility Plan has been developed and drawn up based on consultation with key stakeholders: pupils, parents / carers, staff and governors of the school. The document will inform other school planning documents and policies. It 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](#).

1.2 Definition of Disability:

A person has a disability 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 carry out 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 health conditions including 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.

2.0 RELATED POLICIES

- All curriculum policies
- Assessment Policy
- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- English as an Additional Language (EAL) Policy
- Equality Policy and Plan
- Health and Safety Policy
- Intimate Care Policy
- Mental Health Policy
- Positive Handling Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with a Medical Condition Policy

3.0 PROCEDURE FOR COMPLAINTS

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.

4.0 MONITORING ARRANGEMENTS

The plan will be monitored by the Head Teacher and evaluated and reviewed every 3 years, or where operational needs dictate by the Headteacher and the Resources Committee. Any alterations that come from this review will be discussed and ratified by the full Governing Body.

Chair of Resources Committee Date

Head Teacher Date

ACCESSIBILITY PLAN

This action plan sets out the aims of Queensway School's Accessibility Plan in accordance with the Equality Act 2010.

Aim A: To increase access to the school curriculum for all pupils

Our key objective is to reduce and eliminate barriers that impact access to the curriculum and to ensure full participation in the school community for all pupils, and prospective pupils, including those with a disability, medical condition or other access needs.

Current good practice	Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
<i>Established practice and practice under development</i>	<i>Short, medium and long-term objectives</i>				
<p>Our school offers a carefully differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We have robust systems in place to monitor the quality of planning, teaching, learning, assessment and reporting back to parents, led by subject leaders and the Senior Leadership Team.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are</p>	<p>To ensure the content and breadth of school curriculum meets the needs of all pupils.</p> <p>To meet the needs of all pupils, first and foremost, through high quality teaching.</p> <p>To implement appropriate differentiation within lessons across the curriculum, to support the needs of all learners.</p>	<p>Dedicated staff meeting and INSET time to review and update key curriculum documents as required, e.g. the progression of skills for all curriculum areas.</p> <p>Monitoring by the Senior Leadership Team and curriculum Subject Co-ordinators e.g. lesson planning reviews.</p>	<p>Governors, Senior Leadership Team, Teachers and Teaching Assistants</p>	<p>On-going</p> <p>On-going</p>	<p>Monitoring shows that children are engaged in their learning environment and teaching and learning is at least good (or career stage appropriate) in all classes.</p> <p>In weekly English and Maths planning, teachers will provide deeper thinking questions.</p> <p>Integris is being used as a planning and assessment tool.</p>

<p>appropriate for pupils with additional needs. The curriculum is regularly reviewed to ensure it meets the needs of all pupils.</p> <p>Access arrangements for statutory testing are carefully considered and implemented for pupils in Key Stage 1 and 2.</p> <p>The school strives to facilitate and nurture partnership collaboration and information sharing between school and families.</p> <p>We liaise with other education settings to prepare and support the new intake of children into Reception each year, as well as ensure the smooth transition of in-year transfer pupils.</p>	<p>To promote good mental health through our curriculum content: teaching pupils the skills needed to recognise and deal with their emotions; and helping those with difficulties to access support.</p>	<p>Monitoring by the Senior Leadership Team, e.g. planning and book scrutinies and classroom observations. Verbal and / or written feedback.</p> <p>Review and evaluate the effectiveness of individual support at formal and informal review meetings with parents / carers, seeking pupil voice where appropriate.</p> <p>Review recommendations from link professionals and evaluate their implementation.</p>	<p>Senior Leadership Team, Teachers and Teaching Assistants</p> <p>Mental Health Lead Practitioner</p>	<p>In accordance with the School Development Plan, Subject Co-ordinator Action Plans and the termly monitoring schedule by the Senior Leadership Team.</p>	<p>Monitoring shows that children are engaged in their learning environment and teaching and learning is at least good (or career stage appropriate) in all classes.</p> <p>All staff have a clear understanding of SEND and EAL.</p> <p>All staff feel confident in supporting children’s learning styles and individual needs / difficulties within their class.</p>
<p>We request advice and support from relevant professionals (e.g. via referrals) to ensure we have made adequate and reasonable adjustments.</p> <p>Close liaison is established and maintained with outside agencies for pupils with additional needs, e.g. the SENSS Visual Impairment service.</p> <p>We have commissioned Place2Be to offer a menu of different services including 1:1 counselling and advice / support for families.</p>	<p>To identify pupils who exhibit characteristics associated with disability or special educational needs in a timely manner, in collaboration with parents / carers.</p>	<p>Visits to pre-school settings and home visits for Nursery and Reception children prior to intake. Questionnaires to structure these visits and to ‘capture’ key information regarding children’s needs / difficulties.</p> <p>Assessment of children across the school using standardised norm-referenced and diagnostic tools.</p> <p>Referrals for assessment (e.g. via CAMHS) and for targeted support (e.g. from the SENSS</p>	<p>Senior Leadership Team, Teachers and Teaching Assistants</p>	<p>On-going</p> <p>As and when required</p> <p>As and when required</p>	<p>Teachers seek and receive timely advice from the Inclusion Manager and Senior Leadership Team.</p> <p>Referrals are made to supporting professionals, with parent / carer consultation and support.</p> <p>Provision is sought for children with complex SEND through applications for</p>

<p>We have a clear cycle for reviewing school policies and procedures, and we ensure they reflect inclusive guidance.</p>		<p>Communication and Interaction Advisory Service).</p>			<p>additional (Top Up) funding and / or Education Health Care Plans.</p>
	<p>To maintain and promote links between all stakeholders: the child, parents / carers, school and external agencies where appropriate.</p>	<p>Partnership working valued and nurtured through timely and transparent communication between school staff and parents / carers.</p> <p>Clear communication with parents / carers before and after assessments with regard to results and the setting of next steps.</p> <p>Parent consultation meetings, annual reviews (for children with Education, Health and Care Plans) and informal discussions to evaluate effectiveness of individual support.</p>	<p>Senior Leadership Team, Teachers and Teaching Assistants</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.</p>
	<p>To audit the inclusion of pupils with a disability, medical condition or other access needs in the wider curriculum, including trips and visits as well as extra-curricular provision, such as after school clubs.</p>	<p>Ensure personalised risk assessment and access plans are in place for individual children.</p> <p>Identify and implement training for staff where needed.</p> <p>Ensure that staff understand and are equipped to carry out key procedures, including emergency evacuation procedures.</p>	<p>Senior Leadership Team, Teachers and Teaching Assistants</p>	<p>On-going</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made to support pupils.</p>

Aim B: To improve and maintain access to the physical environment of the school

Our key objective is to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Our school environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps (e.g. outside the Year 2 and Year 3 blocks) • Portable ramp • Sloping paved areas, e.g. at the side of Year 2 • Corridor width facilitating wheelchair access • Marked disabled parking bays • Disabled toilets and changing facilities (Years 3 and 6 blocks) • Library shelves at wheelchair-accessible height • Handrails provided on external steps and internal sloping walkways, e.g. Year 3 corridor • Protective post bumpers in children's play areas 	<p>To continue to improve the physical school environment to take account of the needs of all pupils.</p>	<p>Dedicated staff meeting / INSET time to review shared spaces, how they are used, and whether they perform all required functions.</p> <p>Dedicated time for the School Business Manager and / or Caretaker Team to audit the internal and external school environment.</p> <p>Remedial repairs to pathways, signage, painted areas etc. to be completed by the Caretaker Team in a timely manner.</p> <p>Site review with link professionals (e.g. Occupational Therapy and Physical Disability Services)</p>	<p>Head Teacher, School Business Manager, Caretaker and Governors</p> <p>Support from the Inclusion Manager as required</p>	<p>On-going</p> <p>On-going</p> <p>On-going as needed</p> <p>Annually – summer term</p>	<p>Evidence that appropriate considerations have been made wherever physical school improvements are needed and carried out.</p>

<ul style="list-style-type: none"> • Age / height appropriate rest spaces for children in playground areas • External surfaces regularly checked by the Caretaker • Canopy shelters provided • Tinted glass in windows throughout the school to prevent accidents • A comprehensive site security risk assessment is in place • Automated vehicle gates with intercom system ensure restricted, authorised entry of persons onto the school site. 		<p>at least annually.</p> <p>Consider the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, and more accessible facilities and fittings.</p>		<p>On-going</p>	
<p>The size and layout of areas allows access for all pupils including the:</p> <ul style="list-style-type: none"> • main entrance • reception area • academic areas • sporting areas • play areas <p>The Nursery cloakroom provides one larger toilet cubicle to accommodate adult assistance when required.</p> <p>Double doors at all entrances across</p>	<p>To ensure reasonable adjustments are made for pupils and parents / carers with a disability, medical condition or other access need.</p>	<p>Individual Health Care Plans and / or risk assessments (where required) for pupils with clear guidance for staff, devised in consultation with parents / carers and supporting professionals e.g. the School Nurse Team.</p> <p>Adopt a proactive approach to identifying and remediating access requirements of parents / carers, where possible.</p>	<p>Inclusion Manager</p> <p>School Business Manager and Caretaker</p>	<p>As and when required</p> <p>On-going</p>	<p>Evidence that reasonable adjustments have been made, where possible, to support pupils and parents / carers with a disability, medical condition or other access need.</p>

<p>the school allow for easy access.</p> <p>All new building work is fully compliant with Building Regulations.</p> <p>Pathways of travel around the school site are of at least adequate width to provide for wheelchair access.</p> <p>Platform lift for wheelchair users to access the hall from the school reception area.</p> <p>Parking arrangements are safe, logical and well signed.</p> <p>There is dedicated disabled parking on the school site.</p>	<p>To improve signage to indicate access routes around the school.</p>	<p>Signage to indicate wheelchair friendly routes around the school.</p> <p>Larger, improved signage to direct pupils, parents / carers and visitors to key areas of the school, e.g. the school office. These should have a pictorial element where possible.</p> <p>Explore opportunities to introduce non-visual signage (e.g. brailled signage) to assist those with a visual impairment.</p>	<p>School Business Manager and Caretaker</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Evidence that improvements to signage have been made to more effectively direct stakeholders.</p>
<p>Emergency and evacuation systems inform, include and are accessible to all pupils.</p> <p>Alarms have visual and auditory components.</p>	<p>To maintain safe access around the exterior of the school.</p>	<p>Ensure that pathways of travel are kept clear of vegetation.</p> <p>Highlight external steps in yellow / non-slip paint – some may need refreshing where they have faded.</p>	<p>School Business Manager and Caretaker</p>	<p>Ongoing</p> <p>On-going</p>	<p>People with disabilities can move safely around the school.</p>

<p>Décor and signage are clear and not confusing or disorientating for pupils with visual impairment, autism or epilepsy.</p> <p>All areas to which pupils have access are well lit.</p> <p>Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment, provision of a sound field system, timetabling to provide reasonable adjustments to room provision.</p> <p>Where needed furniture and equipment are selected, adjusted and located appropriately, e.g. low-level sinks.</p>	<p>To ensure the school Health and Safety Policy is kept up to date and feedback from the health and safety audit is cascaded to all members of staff.</p>	<p>Update the school Health and Safety Policy at designated review points.</p> <p>Share feedback from health and safety audits to all members of staff in a timely manner, e.g. through INSET and induction for new staff.</p>	<p>School Business Manager</p>	<p>As and when required</p> <p>As and when required</p>	<p>The Health and Safety Policy is updated annually, and staff receive the required training.</p>
---	--	--	--------------------------------	---	---

Aim C: To improve the availability of accessible information to disabled pupils.

Our key objective is to improve the delivery of information to pupils, staff, parents / carers, volunteers and visitors.

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Our school uses a range of communication methods (as required) to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage and display boards • Visual, auditory and tactile (multi-sensory) learning tools • Pictorial or symbolic representations • Objects of reference • Induction loops and sound field systems • PECS / SCERTS • Zones of Emotional Regulation approach 	<p>To improve the availability of written material for parents in alternative formats, such as languages other than English.</p>	<p>Develop translated standard school letters in a range of languages.</p> <p>Encourage parents / carers of EAL learners to have a 'representative voice' to empower them to engage in school decision making by becoming governors or by being part of parent teacher associations etc.</p> <p>Encourage Parent Networks - parents volunteering and providing support in their home language</p>	<p>Inclusion Manager and School Admin Team</p>	<p>Ongoing</p> <p>On-going</p> <p>On-going</p>	<p>Written information for parents is available in alternative formats, e.g. reading leaflets.</p>

<p>The school makes available written material for pupils in alternative formats such as large print and braille. Coloured overlays are used to support reading for children with specific literacy difficulties.</p> <p>The school ensures that in lessons information is presented in an accessible way for pupils with disabilities, e.g.</p> <ul style="list-style-type: none"> • Reading aloud support materials • Describing diagrams and photographs • Mind mapping • Peer partner work • Mnemonics • Writing frames 	<p>Continue to ensure that reasonable adjustments are made for parents / carers with a disability, medical condition or other access need so that they can fully engage with their child's education.</p>	<p>Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.</p>	<p>Whole school team</p>	<p>Ongoing</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made for parents / carers, to facilitate their improved engagement.</p>
<p>The school presents information to parents / carers in an accessible format, e.g.</p> <ul style="list-style-type: none"> • Plain English, jargon free, with helpful visual images • Class blogs are predominantly pictorial • Use of interpreters / note-takers where possible • Modified language where appropriate • Written reinforcement of the spoken word provided • The school website has a high visibility version tool 	<p>To support parents / carers to find and access additional support for children with communication difficulties.</p>	<p>Utilise the school website as a communication tool for families.</p> <p>Publicise information regarding Oxfordshire County Council's Local Offer through the SEND section of the school website.</p> <p>Seek guidance / input from supporting professionals, e.g. the Child and Adolescent Mental Health Service (CAMHS) and the SENSS Communication and Interaction Advisory Service.</p>	<p>Inclusion Manager and School Admin Team</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>The school website is regularly updated with key information to support families across all year groups.</p>

<p>We share information with parents / carers through a range of forums, including termly newsletters, class blogs, via the school website, email and text message.</p> <p>We ensure that reasonable adjustments are made for parents / carers with a disability, medical condition or other access need to enable them to fully engage with their child's education, e.g.</p> <ul style="list-style-type: none"> • Car parking access • Disabled parking space on the school site • Platform lift to access the hall • Date, time and venue for meetings carefully considered 	<p>To enable children new to the school with English as an Additional Language (EAL) to feel welcome and able to begin to learn English.</p> <p>To enable parents with EAL to understand key school structures and processes, and to engage with their child's learning.</p>	<p>Introduce 'starter' packs for children joining the school EAL and their parents / carers. This could include word lists (survival language), a map of the school and a welcome letter in the home (first) language.</p>	<p>Inclusion Manager and School Admin Team</p>	<p>December 2023</p>	<p>Children with EAL feel welcome at Queensway School, improving their 'readiness' to learn.</p> <p>Parents / carers with EAL are willing and able to engage with their child's learning in school.</p>
--	--	--	--	----------------------	---

Appendix 1: ACCESS AUDIT

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of floors	Single storey construction. Internal stairways are kept clean, tidy and free from obstruction at all times.	Maintain and ensure access.	Caretaker Team	On-going
Corridor access	Corridors are wide and unobstructed.	Ensure learning resources / equipment does not block corridors.	Caretaker Team	On-going
Parking bays	Disabled parking on site, including marked bays.	Ensure marked bay is regularly painted.	Caretaker Team	On-going
Entrances	Comprehensive site security risk assessment in place. Automated vehicle gates with intercom ensure restricted, authorised and safe parking. Main entrance is an enclosed lobby area. Key pads are in operation. White handles on all blue entrance doors. All entrance gates are wide enough to accommodate wheelchair access.	Consideration of an intercom on the electric school gates that is height accessible for wheelchair users.	School Business Manager and Caretaker	On-going
Ramps	Ramped entrance outside of the Foundation Stage Unit, wide enough for wheelchair access. Ramp outside the Year 3 block. Ramped entrance into the Year 2 block. The school has a portable ramp. Ramped walkway around the side of the Year 1 / 2 block enables access to all areas of the school.	Review access to Year 4/5 block for wheelchair users.	School Business Manager and Caretaker	July 2024
Toilets	Disabled toilet facilities in Year 3 and 6 blocks, with cord-pull alarms. The Nursery cloakroom provides one larger toilet cubicle to accommodate adult assistance when required.	Ensure service every 6 months.	School Business Manager and Caretaker	On-going

Reception area	Accessible to wheelchair users.	None required.	Caretaker Team	On-going
Internal signage	Signage in place.	Check whether larger signage is required to indicate wheelchair friendly routes around the school, and to direct pupils, parents / carers and visitors to key areas, e.g. the school office.	School Business Manager and Caretaker Team	July 2024
Emergency escape routes	Emergency Evacuation / Invacuation drills carried out termly; action plans agreed and completed as required. Emergency lighting in place around the school site and tested weekly in accordance with mandatory regulations.	Ensure weekly testing of system and maintenance. Monthly testing of the emergency lighting system (tests and inspections. Six monthly certified inspection (contracted).	Head Teacher, School Business Manager and Caretaker Team	On-going