



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. Our values of Respect, Kindness and Resilience underpin this commitment. We promote respect through valuing difference, kindness through inclusive practice and resilience by supporting all members of our community to overcome barriers and participate fully in school life.

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 pupils' 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, belonging or 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 feedback from key stakeholders: pupils, parents / carers, staff and governors of the school. The views of pupils, including those with SEND and disabilities, are actively sought and used to inform accessibility planning and future priorities. 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
- 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 Accessibility Plan reflects Queensway School's commitment to inclusion, equality and belonging. It sets out the actions we will take to improve access to the curriculum, physical environment and information, enabling all pupils, staff, parents/carers, volunteers and visitors to participate fully in school life 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 <i>Established practice and practice under development</i>	Objective	Actions to be Taken	Person Responsible	Timescale	Success Criteria
The school offers an inclusive curriculum with appropriate adaptations for all pupils. Resources are adapted where required, progress is tracked carefully, assessment arrangements are implemented appropriately, and curriculum provision is regularly reviewed. Staff work closely with families, outside agencies and other settings to support access, participation and successful transitions.	To ensure the curriculum remains ambitious, inclusive and accessible to all pupils through high-quality teaching and effective adaptation.	Review curriculum documentation regularly. Monitor teaching, learning, assessment and curriculum access through lesson observations, planning reviews and pupil progress meetings. Provide staff training and professional development to strengthen inclusive practice.	Governors, Senior Leadership Team, Subject Leaders, Teachers and Teaching Assistants	Ongoing	Monitoring evidences that pupils are engaged, achieve well and access the curriculum successfully. Staff demonstrate confidence in adapting teaching to meet a range of needs.
The school promotes emotional wellbeing through curriculum content, targeted interventions and support from Place2Be and other professionals where appropriate.	To promote positive mental health, wellbeing and resilience across the school community.	Monitor the implementation of mental health and wellbeing provision. Review the effectiveness of interventions through pupil voice, parent feedback and outcome measures. Implement recommendations from external professionals where appropriate.	Senior Leadership Team, Teachers, Teaching Assistants and the Home School Community Link Worker	Ongoing	Pupils report feeling safe, supported and able to access help when needed. Staff demonstrate confidence in supporting emotional wellbeing and mental health needs.

Current Good Practice <i>Established practice and practice under development</i>	Objective	Actions to be Taken	Person Responsible	Timescale	Success Criteria
Robust systems are in place to identify needs and barriers to learning. Staff work closely with families and external agencies to secure timely support and provision.	To identify pupils who may have a disability, medical need or special educational need at the earliest opportunity and respond effectively.	Gather information through transition visits, home visits, assessments, observations and referrals where required. Seek advice from relevant professionals and work collaboratively with parents/carers to plan support.	Senior Leadership Team, Teachers, Teaching Assistants and the Admin Team	Ongoing	Additional needs are identified promptly. Appropriate support, interventions and reasonable adjustments are implemented in a timely manner.
Strong partnerships exist between school, families and professionals. Regular communication supports effective planning and review.	To maintain effective partnerships with pupils, parents/carers and external agencies.	Hold regular review meetings, annual reviews, consultation meetings and provision reviews. Seek and respond to pupil and parent voice when evaluating support and next steps.	Senior Leadership Team, Teachers and Teaching Assistants	Ongoing	Parents, carers and pupils report that they feel listened to and involved in decision-making. Collaborative working supports positive outcomes for pupils.
The school seeks to ensure that pupils with disabilities and additional needs can access all aspects of school life.	To ensure pupils with disabilities, medical conditions and additional needs participate fully in the wider life of the school.	Review participation in clubs, educational visits, residential, performances, pupil leadership roles and enrichment opportunities. Ensure personalised risk assessments, access plans and reasonable adjustments are in place where required. Provide staff training as necessary.	Senior Leadership Team, Inclusion Manager, Teachers, Teaching Assistants and the Admin Team	Ongoing	Evidence demonstrates that barriers to participation are identified and removed wherever possible. Pupils with additional needs actively participate in enrichment activities, educational visits and pupil leadership opportunities.

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

Our key objective is to ensure that the physical environment supports equitable access, safety, independence and participation for all pupils, staff, parents/carers and visitors, including those with disabilities, medical conditions or other access needs.

Current Good Practice <i>Established practice and practice under development</i>	Objective	Actions to be Taken	Person Responsible	Timescale	Success Criteria
The school environment includes a range of accessibility features, including ramps, disabled parking bays, accessible toilet and changing facilities, wide corridors, handrails, platform lift access, appropriate lighting, clear signage and accessible learning and play spaces. Accessibility and safety considerations are incorporated into site development and refurbishment plans.	To ensure the physical environment remains accessible, safe and inclusive for all members of the school community.	Conduct regular audits of the school site, buildings and learning environments. Review accessibility when planning repairs, maintenance, refurbishment projects and new developments. Seek advice from specialist services where appropriate.	Headteacher, School Business Manager, Caretaker Team and Governors. Support from the Inclusion Manager as required	Ongoing with annual review	Site audits demonstrate that accessibility is actively considered and improvements are implemented where appropriate. Pupils, staff and visitors can access facilities safely and independently wherever possible.
The school has established systems to support pupils and adults with disabilities, medical conditions and additional access needs. Individual risk assessments and healthcare plans are implemented where required.	To ensure reasonable adjustments are identified and implemented for pupils, parents/carers, staff and visitors.	Develop and review Individual Healthcare Plans, Personal Emergency Evacuation Plans (where required) and risk assessments. Proactively identify access needs and implement reasonable adjustments in partnership with families and relevant professionals.	Inclusion Manager, School Business Manager and Caretaker Team	Ongoing	Reasonable adjustments are implemented effectively and reviewed regularly. Stakeholders can access school facilities, activities and events appropriately.
Signage is in place across the school site, and accessibility routes are identified where required.	To ensure signage and wayfinding support safe and independent navigation of the school environment.	Review signage annually. Improve visual signage where required and explore opportunities to increase accessibility through pictorial, tactile or braille signage where appropriate and practicable.	School Business Manager and Caretaker Team	Ongoing	Visitors, pupils and families can navigate the site easily. Signage is clear, accessible and supports independent access wherever possible.

Current Good Practice <i>Established practice and practice under development</i>	Objective	Actions to be Taken	Person Responsible	Timescale	Success Criteria
The external environment is monitored and maintained regularly by the Caretaker Team. Paths, entrances and outdoor areas are inspected routinely.	To maintain safe physical access throughout the school site.	Ensure pathways remain clear and well maintained. Refresh markings, signage and non-slip surfaces as required. Complete maintenance and remedial works promptly where safety concerns are identified.	School Business Manager and Caretaker Team	Ongoing	The school site remains safe, accessible and free from avoidable barriers. Accessibility audits identify no significant concerns.
Robust health and safety systems are in place, including emergency evacuation procedures, routine checks and staff training.	To ensure health, safety and accessibility considerations remain central to site management and school operations.	Review the Health and Safety Policy annually. Share outcomes from health and safety audits with staff through induction, training and staff meetings. Review emergency evacuation arrangements for pupils and adults with additional needs.	School Business Manager and Headteacher	Ongoing	Health and safety procedures remain current and effective. Staff understand their responsibilities in relation to accessibility, safety and emergency arrangements.

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

Our key objective is to ensure that information is communicated in ways that are accessible, inclusive and responsive to the needs of pupils, staff, parents/carers, volunteers and visitors, enabling full participation in school life.

Current Good Practice <i>Established practice and practice under development</i>	Objective	Actions to be Taken	Person Responsible	Timescale	Success Criteria
The school uses a wide range of communication approaches to support accessibility, including visual, auditory and multi-sensory resources, pictorial and symbolic representations, sound field systems and Zones of Regulation. Alternative formats, including large print are available where required. Staff adapt information and learning materials to meet individual needs.	To ensure pupils can access information, learning materials and communication in formats that meet their needs.	Continue to provide information in a range of accessible formats where required. Review classroom communication approaches and resources to ensure accessibility. Seek advice from specialist services where appropriate to improve communication and curriculum access. Provide staff training and guidance on inclusive communication strategies.	Inclusion Manager, Senior Leadership Team, Teachers and Teaching Assistants	Ongoing	Pupils are able to access information and learning effectively. Appropriate communication methods and reasonable adjustments are implemented to meet individual needs.
The school provides information to parents/carers using a range of formats, including newsletters, email, text messages, class blogs and face-to-face communication. Information is presented in plain English and adapted where required.	To improve access to information for parents/carers, particularly those with EAL, disabilities or additional communication needs.	Develop and review key school information in alternative languages where appropriate. Utilise translation and interpretation services where available. Review communications regularly to ensure they are clear, accessible and jargon free. Encourage participation and representation from a diverse range of families within the school community.	Inclusion Manager, EAL Leader and School Administrative Team	Ongoing	Parents/carers can access key information and communicate effectively with the school. Feedback demonstrates that families feel informed and included.
The school website, SEND information, newsletters and parent communications are regularly updated to provide information and support.	To ensure families can easily access information, advice and support services.	Maintain and regularly update the school website. Ensure information regarding SEND support, accessibility arrangements and the Oxfordshire Local Offer remains current. Signpost families to relevant services/sources of support, including external agencies as needed.	Inclusion Manager and School Administrative Team	Ongoing	The school website contains current and accessible information. Families can readily access support, guidance and signposting information when needed.

Current Good Practice <i>Established practice and practice under development</i>	Objective	Actions to be Taken	Person Responsible	Timescale	Success Criteria
The school makes reasonable adjustments to enable parents/carers with disabilities, medical conditions or additional access needs to engage fully with their child's education.	To ensure reasonable adjustments enable all parents/carers and visitors to participate fully in school life.	Proactively identify access requirements and communication preferences. Make reasonable adjustments to meetings, events and communications where required. Review accessibility arrangements regularly and respond promptly to identified barriers.	Whole School Team	Ongoing	Reasonable adjustments are considered and implemented where appropriate. Parents/carers can engage fully with school life.
The school welcomes pupils and families from a wide range of linguistic and cultural backgrounds and works closely with families of pupils who speak English as an Additional Language (EAL).	To ensure new pupils and families with EAL feel welcomed, informed and able to engage confidently with school life.	Maintain and review induction materials for newly arrived pupils and families. Provide key information in alternative languages where appropriate. Encourage peer support, parent networks and community engagement opportunities. Work with families to identify and remove communication barriers.	Inclusion Manager and School Administrative Team	Ongoing	Pupils with EAL settle quickly into school life and access learning successfully. Families report feeling welcomed, informed and able to engage with their child's education.

Appendix 1: ACCESS AUDIT

This audit is used to evaluate the accessibility of the school environment and to identify any barriers that may affect participation, independence, safety or inclusion for pupils, staff, parents/carers and visitors. Findings from the audit inform the school's Accessibility Plan and ongoing improvement priorities.

Feature	Description	Actions to be Taken	Person Responsible	Timescale
Number of Floors	Single-storey construction. Internal walkways and circulation routes are maintained to support accessibility.	Maintain clear, safe and unobstructed access routes throughout the school. Review accessibility as part of routine site inspections.	Caretaker Team	Ongoing
Corridor Access	Corridors are wide and support wheelchair access throughout the school.	Ensure resources, furniture and equipment do not obstruct movement around the building.	Caretaker Team	Ongoing
Parking Bays	Dedicated disabled parking bays are available on site. Parking arrangements are safe, logical and well signposted.	Maintain parking facilities and ensure accessibility markings remain clear and visible. Ongoing review of blue badge permits.	Caretaker Team	Ongoing
Entrances	Accessible entrances are available across the school site. Automated vehicle gates, intercom systems and secure entry arrangements support safe access. Entrance gates are wide enough to accommodate wheelchair users.	Review accessibility of entry systems periodically and consider any improvements required to support independent access for all users.	School Business Manager and Caretaker Team	Ongoing
Ramps and Accessible Routes	Permanent ramps, sloping pathways and a portable ramp support movement around the site. Accessible routes connect key areas of the school.	Review accessible routes regularly and ensure all ramps, pathways and access points are well maintained and fit for purpose.	School Business Manager and Caretaker Team	Ongoing
Toilets and Changing Facilities	Accessible toilet facilities are available. Cord-pull alarms are fitted where appropriate. Nursery facilities can accommodate adult support where required.	Continue routine maintenance, servicing and inspection of accessible facilities.	School Business Manager and Caretaker Team	Ongoing

Feature	Description	Actions to be Taken	Person Responsible	Timescale
Reception Area	Reception and administrative areas are accessible to wheelchair users and visitors with additional access needs.	Monitor accessibility and review arrangements as part of routine site audits.	Caretaker Team	Ongoing
Internal Signage	Signage is provided throughout the school to support navigation and access.	Review signage annually and improve visual, pictorial, tactile or braille signage where appropriate and practicable. Ensure accessible routes and key locations are clearly identified.	School Business Manager and Caretaker Team	Annual Review
Emergency Escape Routes	Emergency evacuation and invacuation procedures are regularly practised. Emergency lighting, alarms and safety systems are maintained in accordance with statutory requirements.	Continue regular testing, maintenance and review of emergency procedures. Ensure arrangements meet the needs of pupils, staff and visitors with disabilities or additional needs.	Headteacher, School Business Manager and Caretaker Team	Ongoing
Physical Environment	The school grounds, play areas and external pathways are designed to support safe access and participation.	Monitor pathways, lighting, surfaces, handrails and outdoor environments. Complete maintenance and remedial works promptly when required.	School Business Manager and Caretaker Team	Ongoing
Future Developments	Accessibility is considered when undertaking building projects, refurbishments and site improvements.	Ensure accessibility requirements are considered during all future developments, including lighting, acoustics, colour contrast, fixtures, fittings and physical access.	Headteacher, Governors and School Business Manager	Ongoing