



## ACCESSIBILITY PLAN

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*Policy approved by the Premises, Health and Safety Committee on 29th February and adopted by the Governing Body on 21st March, to be reviewed in 2025*

### **Definition of special educational needs and disabilities**

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

have significantly greater difficulty in learning than the majority of children of the same age;

or

have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and

are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

A Personal Emergency Evacuation Plan (PEEP) may be needed for a student with an impairment or a disability that prevents them from evacuating the school building unaided and in a prompt manner. A consultation with parents and the student will take place if a PEEP needs to be completed. A Teacher or Teaching Assistant attached to the student will be trained in the use of the evacuation chair.

Queen Elizabeth’s Grammar School has adopted this accessibility plan in line with the school’s **SEND Policy** with the aim of ensuring that our school is socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged. Physical aspects of this plan are created in response to the recommendations made in the School Access Audit Checklist completed in February 2024.

The table below is based on our current assessment of accessibility for students with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for students with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority Area	Short Term	Outcome	Medium Term	Outcome	Long Term	Outcome
Staff Training (including accessibility of information)						
Means of escape from buildings  See Fire Safety Policy: paragraph 1.4	Due to the age of the main school building the means of escape does not comply with current regulations as some fire exits are via stairs and not suitable for wheelchair users.	The Fire Evacuation Plan has considered the means of escape and specific routes have been defined. Refuge points have been identified in the stairwells and clearly marked.	To ensure an adequate number of Fire Wardens staff are trained to use the Evacuation Chair.	Fire strategy identifies that lift not to be used in case of a fire and evacuation to be by use of Evacuation chair. School to ensure suitably trained staff.		
SEND training, information and provision	SENCo to implement Autism Education Trust (AET) training for this year.	By the end of March 2024 teachers & support staff will have training from the Autism Education Trust as part of the SEND CPD programme.	SENCo to build on staff’s autism understanding by having access to AET resources to help support students with autism.	By the end of 2024, teachers will have had up to date autism training from the AET inline with KCC 2021-2024 SEND strategy.	To continue to raise the profile of autism within school, as well as upskilling teaching and support staff as part of SIP and whole school SEND professional development programme.	By September 2024 the long term aim will be to enable <b>all</b> staff to have an understanding of autism, coupled with teaching staff feeling supported in delivering the curriculum, knowing they are using the

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						<p>right strategies, tools, resources and teaching styles to do this.</p> <p>Also due to the AET training the school will have access to specialised tools, resources as well as online advice and support.</p>
<b>Teaching and Learning (including access to curriculum)</b>						
Supporting SEND students' access to the curriculum.	<p>SENCO to devise 2023-2024 SEND Champions Schedule, which will include meetings, Actions plans, AET training and a final review from the STLS service in term 5.</p> <p>SENCo to also undertake training in adapting the curriculum.</p>	<p>SEND students from yrs 7-14 to feel that teachers are adapting and delivering lessons with SEND students at the forefront. But also to recognise that their needs are being met in a variety of different ways.</p>	<p>SENCO, through the SEND Champions programme will highlight and share good practice of excellent SEND support across Faculties, thus raising the standards of SEND teaching and learning across the school.</p>	<p>Teaching staff to feel supported and have the confidence to try new innovative SEND resources and teaching methods, thus enabling SEND students to make progress, achieve their grades and have good emotional well being.</p>	<p>For teaching staff to feel more confident and supported in teaching SEND students, as well as having the knowledge and expertise to differentiate and adapt lessons and resources appropriately.</p>	<p>SENCo to be confident that ALL staff have a good knowledge of SEND within the school, which in turn will enable the whole community to be inclusive.</p>

Priority Area	Short Term	Outcome	Medium Term	Outcome	Long Term	Outcome
School Estate – minor capital expense						
Car Parking	A disabled parking bay identified in yellow paint, with sign fitted is located at the front of the cycle racks shelter. A second disabled parking bay is allocated next to the sports hall outside the entrance to the sports hall.	Parking assigned for disabled visitors. The school also promotes the Cycle To Work Scheme to reduce the need for driving to the site and has been taken-up by a number of staff. The school has designated 3 Car Sharing parking bays		Ensure School provides suitable parking – assessing annually that availability is fit for demand.		
IT Facilities within classroom / library	Display Screen Equipment Assessments are carried out every two years.	Staff are issued with advice or equipment subject to DSE assessments.	Provision of height adjustable computer desks	All students and staff are issued with laptops / Chromebooks Height adjustable computer desks have been provided where required.		
Way Finding		Full review of signage to ensure visitors are able to find way around site  Enable clear information to all visitors – ensure all sign in at reception, and are aware how			The school intends to colour coordinate the various departments with specific signage and painted walls. With a specifically coloured site map it will facilitate a	Currently Braille signage is not required as no one is visually impaired on site. Suitable signage to be installed if this changes.  As part of the expansion

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		<p>to gain assistance if required. To enable a person to be able to locate the nearest disabled toilet facility from common areas e.g. main entrance, hall sports hall etc</p> <p>Ensure user is able to identify location and be able to find way independently</p> <p>Individuals able to locate independently all common areas, e.g. library, hall, dining hall etc</p> <p>To enable independent navigation of the site and for assistance in using the passenger lift and platform lifts in the main building by a staff member when requested</p>			<p>quick reference for students and visitors to locations within the grounds or buildings by way of a colour coordinated map.</p>	<p>programme we will implement a coloured site map that references departmental areas.</p> <p>Signage has been installed within the Main Building to identify floors</p> <p>All doors on common areas have signage displaying the room number or the room function.</p>

Priority Area	Short Term	Outcome	Medium Term	Outcome	Long Term	Outcome
School Estate – major capital expense						
School Reception	Improve access to the Reception				Redesign of front reception area to enable suitable approach and use from both sides by people either standing or seated  Review potential to include Induction Loop in redesign	Current area is not suitable for use by disabled staff or visitors. The area has been listed on the Premises Expenditure Prioritisation schedule for a future remodel to improve accessibility.
Corridors and internal surfaces			Replacement of floor surfaces to slip resistant material	The school has a programme of refurbishment and redecoration – during these attention must be given to providing non slip surfaces		As a matter of course, the floor surfaces will be replaced with non-slip floor coverings when they reach the end of their practical lifespan.
WC - Wheelchair users	Improve DDA toilet facilities throughout the school		To provide a disabled toilet facility on B & C floors in the main building	There are significant limitations in available space to provide a DDA toilet on B-Floor. We will be looking at the feasibility of redesigning the south vestibule to accommodate DDA toilets		At the present time a wheelchair user would need to travel to one of two DDA toilets located on the ground floors in the main building and one in H Block. There will be two DDA toilets in

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				on A & B Floors.		the expansion block. They will replace one on the first floor of H Block and one in the old E Block. The bridge link will provide facilities for B Floor.
Dining Room Facilities	The dining hall has table top level counters.	To facilitate the independent use by either wheelchair users.				

This accessibility plan and the outcomes will be evaluated every year to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

**Signed by**

\_\_\_\_\_ **SEND Governor**                      **Date:** .....

\_\_\_\_\_ **Headteacher**                              **Date:** .....

\_\_\_\_\_ **SENCO**    **Date:** .....