



# Accessibility Policy and Plan

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# ACCESSIBILITY POLICY

## Introduction

The Equality Act 2010, extended to education by the Special Needs and Disability Act 2001, makes it unlawful to discriminate against disabled students, applicants or potential students.

Definition (Equality Act 2010)

*'A person has a disability if s/he 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.'* Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial.' 'Long-term' means 'has lasted or is likely to last more than 12 months'. The definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, hearing or sight impairment, Attention Deficit Hyperactivity Disorder, diabetes or epilepsy, where the effect of the impairment on the individual's ability to carry out normal day-to-day activities is adverse substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

Queen's Park High School recognises that it is unlawful:

- to treat a disabled student or prospective student less favourably for a reason related to their disability than someone to whom that reason was not applied, without justification in so doing
- to fail to make reasonable adjustments to normal admission arrangements and in relation to education and associated services to ensure that disabled students or prospective students are not placed at a substantial disadvantage in comparison with non-disabled students, without justification for so doing

In order to count as unlawful discrimination, less favourable treatment must meet three tests:

- the less favourable treatment must be for a reason related to the child's disability
- it must be less favourable treatment than that given to another child to whom that reason does not apply
- the less favourable treatment cannot be justified

There are two ways in which less favourable treatment may be justified, either:

- it is a result of a "permitted form of selection"
- it is for reasons which are both material to the circumstances of the particular case and substantial (providing that there are no reasonable adjustments that could be made which would make a difference.) A significant number of individuals are therefore included in the definition.

## Purpose

We acknowledge our duty towards students, staff, parents, governors and members of the wider community who have a disability. We will challenge and support our students to do their very best in all aspects of school life but in particular through taught lessons, extra-curricular opportunities and residential experiences. In so doing we will take 'reasonable' steps to ensure that both actual and prospective individuals with disabilities within our extended community are not placed at a substantial disadvantage in comparison to those who are not disabled. We will comply with new statutory obligations.

## **Who/what was consulted?**

This policy is reviewed every year. In relation to significant changes staff, parents and students are consulted to inform the policy. Other stakeholders may also be asked to contribute if it is considered appropriate.

## **Relationship to other policies**

The school policy on accessibility embraces policies and procedures for absence management, admissions, appraisal, assessment, careers education, information and guidance, charging, dignity at work, equal opportunities, EAL, health and safety, ICT, inclusion, lettings, recruitment, school visits, SEND, sex and relationship education, staff discipline and teaching and learning.

## **Roles and responsibilities of Headteacher, other staff, Governors**

The **Headteacher** will ensure that:

- all staff and students are fully aware of and observe the school's accessibility policy
- the curriculum, including all statutory elements and those subjects which the school chooses to offer, has aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- details of the curriculum structure, how subjects will be taught and assessed and the use of information and communications technology will be reviewed and updated annually in the context of accessibility
- whenever an existing student or prospective student is declared to be disabled a review will be undertaken to determine whether there are "reasonable adjustments" which could be made to enable the student to attend the school and benefit from the curriculum and extracurricular opportunities
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
- the procedures meet all legal requirements
- the governing body is fully involved in decision-making processes that relate accessibility development priorities
- the governing body is advised on relevant legislation in order to make informed decisions.
- reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended
- staff understand that political issues must be presented to students in a balanced way

Other **staff** will ensure that the school curriculum is implemented in accordance with this policy.

The **Governing Body** will ensure that:

- the school community observe and apply the school accessibility policy
- it participates actively in decision-making about accessibility development priorities
- it considers the advice of the Headteacher when approving this accessibility development and when setting statutory and non-statutory targets
- accessibility policy is published in the school prospectus and on the school website
- accessibility audit results are published in the school profile and progress towards meeting agreed targets is described

## **Arrangements for monitoring and evaluation**

The Governing Body will receive an annual report from the Headteacher on:

- the standards reached in each subject by prior attainment group, and non-disadvantages versus disadvantaged groups as presented in national datasets (through ISDR etc.)
- the standards achieved by students with special educational needs and groups deemed to be vulnerable including those with disabilities.
- the number of students for whom the curriculum was modified or dis-applied, the arrangements which were made, how students and parents were informed, how progress was monitored, the progress made by those students
- the progress made towards the completion of the accessibility development plan, including any revised priorities and the reasons for them.
- the views of staff about the action required to improve standards.
- the nature of any parental complaints.

# ACCESSIBILITY PLAN

## Introduction

In order to comply with the Equality Act of 2010 this plan is in place to support people with disabilities:

- a) The Governing Body has three key duties towards students/staff/visitors with disabilities:
  - i. Not to treat students/staff with disabilities less favourably for a reason related to their disability.
  - ii. To make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage.
  - iii. To plan to increase access to education for students with disabilities.
- b) These duties require schools to produce an Accessibility Plan that identifies the action the school intends to take to increase access for those with a disability. The areas include:
  - i. Increasing the extent to which students with disabilities can participate in the school curriculum.
  - ii. Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services.
  - iii. Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
- c) At all times the School will also be equally aware of the needs of staff, parents and visitors with disabilities.

## Purpose of the Plan

- a) To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students and prospective students with a disability and to ensure school practices are fully inclusive.
- b) To provide a caring and friendly environment.
- c) To provide resources to cater for the needs of the individual students.
- d) To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability.

## Principles

- a) Compliance with the Equality Act 2010 is consistent with the school's aims and policies;
- b) The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality;
- c) The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and endorses the key principles underpinning the development of a more inclusive curriculum;
- d) Setting suitable learning challenges;
- e) Responding to students' diverse learning needs;
- f) Overcoming potential barriers to learning and assessment for individuals and groups of students.

## Relationship to other policies

This policy relates to the Admissions, Equal Opportunities and SEN policies  
Equality Act 2010

## **Responsibilities of Headteacher and Governing Body**

The **Headteacher** will be responsible for:

- Ensuring there is a named person who is responsible for liaising with parents/carers of students with disabilities and ensuring that any issues are dealt with/brought to her attention.
- Ensuring full access to the curriculum and full participation in the school community.
- Ensuring advice and support is available to curriculum areas to enable students with disabilities to participate successfully in lessons within mainstream school.
- Ensuring the needs of all students with disabilities and staff are represented within the school.
- Promoting disability positively within the school so that students grow into adults who have some understanding of the needs of people with disabilities.
- Ensuring the school takes account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises.
- Ensuring training and development is identified and carried out as appropriate.

The **Inclusion Lead** will be responsible for:

- Liaising with parents/carers of students with disabilities and dealing with issues or reporting issues to the Headteacher
- Keeping the designated AEN Governor aware of any issues that arise.

The **Governing Body** is responsible for:

- Ensuring an accessibility action plan is in place and covers accessibility to premises and facilities, accessibility to the curriculum, accessibility of associated educational services, training of staff and students.
- Ensuring the plan is monitored through the Student Welfare and Inclusion Panel..
- Comprehensively reviewing and updating the accessibility plan every three years.

| TARGET  | STRATEGY  | OUTCOME  | TIMEFRAME  | RESPONSIBILITY  |
|---|---|--|--|---|
| <p>To ensure it is written material is available in alternative formats (upon request and/or need)</p> <ul style="list-style-type: none"> <li>• large print documents</li> <li>• other languages</li> <li>• braille</li> <li>• simple language</li> <li>• symbols</li> <li>• audiotape</li> <li>• school web page</li> </ul> <p>To produce editorial guidelines for school produced materials</p> | <p>The Inclusion Lead is aware of the services available through the LA and other suppliers (for example, examination boards) for converting written information into alternative formats and uses services at need and/or upon request</p> <p>Standard letters/publications to include a sentence informing readers that different formats can be obtained upon request</p> <p>Audit readability of school website, newsletter, school prospectus and similar documentation.</p> | <p>Material can be provided in alternative formats if requested and according to identified needs</p> <p>Curriculum areas liaise with TALS Team regarding text books and work sheets</p> <p>Key publications have a reading age level of 14 year or below</p> <p>Internally produced material is easily understood and conforms to a house style</p> | <p>On-going requirement</p>  | <p>All Staff / Inclusion Lead</p> <p>TALS/Curriculum</p> <p>Literacy Lead</p> |
| <p>To review access to schools for disabled people via the Schools Publication Scheme on information under the Freedom of Information Act 2000</p>  | <p>Consult staff/parents/students/visitors via accessibility survey about extent of and range of needs</p> <p>Devise, publish and update every 3 years (statutory) an accessibility plan</p>  | <p>Plan published which reflects changing needs as identified by all stakeholders</p>  | <p>Every 5 years in Autumn Term – minimum</p> <p>Next review - December 2028</p> | <p>Facilities Manager</p>   |
| <p>The primary author of policy statements to assess impact upon those who have a disability and in light of equal opportunity legislation</p>  | <p>A rolling programme of review to be established which includes Governor involvement</p>  | <p>All policy statements are compliant with current SEN Acts</p>   | <p>Continuing requirement</p>  | <p>Members of SLT / Governors</p>   |

| TARGET  | STRATEGY  | OUTCOME  | TIMEFRAME   | RESPONSIBILITY                    |
|---|---|--|---|-----------------------------------|
| <p>To ensure there is increased confidence of teaching and relevant support staff in differentiating the curriculum and meeting specific requirements of SEN and other additional need to include Social and Emotional Aspects of Learning, Behaviour Management, etc.</p> <p>To ensure all TAs and teachers are informed of the needs of SEND children so they can access to the curriculum</p> <p>All staff who work in classrooms and other learning environments respond in an emotionally intelligent manner as they deal with those who have a SEND</p> | <p>Annual audit staff through performance management arrangements to agree on a staff development programme that fits in with ADP.</p>        | <p>Staff are increasingly more confident in delivering quality first lessons to those with specific additional needs and increased student participation</p>                                       | <p>A continued and on-going requirement</p>   | <p>Inclusion Lead</p>             |
|   | <p>Training programmes provided for teachers and educational support staff through INSET days and professional programme.</p>                 | <p>Training programme delivered and evaluated for INSET days</p>   | <p>Annually</p>   | <p>Inclusion Lead</p>             |
|   | <p>Learning Support Programmes are easily accessible for staff and include individualised advice and strategies</p>                           | <p>All who work in classrooms or learning environments place due regard to information contained within Learning Support Programmes</p>  | <p>Learning Support Programmes updated at least twice yearly and upon admission</p> | <p>Inclusion Lead</p>             |
|   | <p>T&amp;L Lead and Inclusion Lead to routinely monitor teaching and learning within their area of responsibility to ensure needs are met</p> | <p>Staff are held to account for their own professional behaviour towards those who have SEND</p>  |   | <p>Inclusion Lead</p>             |
| <p>To ensure appropriate and effective deployment of TAs</p>  | <p>Continued monitoring and review of deployment of TAs in classrooms and other learning environments</p>                                     | <p>Students with additional needs that require TA support have it in place routinely</p>   | <p>A continued and on-going requirement</p>   | <p>Inclusion Lead</p>             |
| <p>To ensure there are excellent ICT resources for teaching and learning for whole school improvement</p>   | <p>Enhance communication network including across home-school boundary</p>  | <p>Communication network enhanced including across home-school boundary where On line ICT packages are reviewed and on school network and accessed by all curriculum areas to enhance learning</p> | <p>On-going process</p>   | <p>Curriculum Support Manager</p> |

| TARGET  | STRATEGY  | OUTCOME  | TIMEFRAME  | RESPONSIBILITY  |
|---|---|--|--|---|
| To identify additional and alternative provision in all schemes of work and when new or revised examination syllabi are introduced for accessibility. T&L Lead and Inclusion Lead to review the content as required.  | As schemes of work are reviewed or re-written, additional or differentiated activities or provision to be highlighted<br><br>Inclusion Lead to sample the content of new exam syllabi so as to offer appropriate guidance for students with SEND and provide advice | All staff and TAs can tell at a glance what activities, alternative resources and outcomes are for those with additional needs<br><br>Students with SEND have appropriate guidance prior to beginning exam courses   | On-going   | Inclusion Lead and CTLs   |
| To cross reference all relevant development plans, policy statements and schemes of work with this plan to avoid duplication and to ensure DDA compliance and that issues of diversity and equality are actively addressed. This includes school visits and extra-curricular activities | Inclusion Lead to review and provide a summary for SLT/Governors within Head Teachers Report<br><br>Materials and schemes of work are audited by teaching staff as they are developed so they include positive representation of minority groups                    | Workload is streamlined and comprehensive<br><br>Positive representation of minority groups is a feature within curriculum including extra-curricular activities, displays etc.<br><br>Harassment as a result of discrimination is tackled immediately and recorded centrally<br><br>No child is excluded from a visit or extra-curricular activity on account of SEND | T&L Lead and Inclusion Lead to audit schemes of work and materials to a standardised format. | Inclusion Lead and CTLs   |
| <b>ACHIEVEMENT:</b><br><br>To ensure a strategy is in place for ensuring specific groups and individuals are performing in line with expectation  | Monthly analysis of SISRA and internally recorded data to identify areas of underperformance and an intervention programme is in place<br><br>Raising achievement for all as a whole school development priority also at subject level                              | Appropriate intervention programmes are available and performance is improved for targeted individuals and groups<br><br>TAs/FSW/AHoH increasing confidence with use of data to identify and intervene as appropriate  | On-going   | Inclusion Lead/CTLs/Student Support Manager and Leadership Team |
| <b>WELL-BEING:</b><br><br>To ensure a strategy is in place for ensuring specific groups and individuals are performing in line with expectation   | Monthly analysis of SISRA and other data to identify areas of underperformance and an intervention programme is in place  | Appropriate intervention programmes are available and performance is improved for targeted individuals and groups.   | On-going   | Inclusion Lead/CTLs/Student Support Manager and Leadership Team |

| TARGET   | STRATEGY   | OUTCOME  | TIMEFRAME | RESPONSIBILITY     |
|--|--|--|-----------|--------------------|
| To ensure all areas of the school have fullest possible access for those with SEND who use the school site   | Facilities Manager to conduct disability access audit and site review with Health and Safety Inspector on an annual basis.   | Priorities are determined so that there is access to all areas of the site is safe and appropriate for users of the building<br><br>A budget is secured for any alterations and adaptations                            | Annually  | Facilities Manager |
| To ensure all areas of the school have best possible conditions so as to ensure the safety and comfort for those with SEND who use the school site | The Site Team regularly audit and monitor key areas at key times to ensure: <ul style="list-style-type: none"> <li>• good ventilation</li> <li>• correct temperature</li> <li>• adequate acoustics</li> <li>• adequate lighting including natural light</li> <li>• access to washroom</li> </ul> <p>Staff are able to raise individual needs through line manager/HR</p> <p>Inclusion Lead to inform Facilities Manager of individual student needs prior to admission</p> | Conditions for learning and working are safe and fit for purpose<br><br>Any adjustments are made in timely fashion   | On-going  | Facilities Manager |
| To ensure emergency evacuation plans are easily understood, clearly communicated and take into account people who may have SEND                    | Annual Inspection by Fire Authority and advice incorporated into any revised procedure<br><br>Notices are checked and replaced or updated as needed<br><br>Routine (statutory) practices of emergency evacuation<br><br>All site and cleaning team are updated of changes by Facilities Manager.   | Protocols in place for emergency evacuation so that it occurs quickly, safely and in line with agreed standards<br><br>All staff are informed of any changes via staff briefing, newsletter and the induction handbook | Annually  | Facilities Manager |