

Queens Park Academy



Accessibility Policy 2018 - 2021

Contents

1.0	Introduction	page 3
2.0	Definition of Disability	page 3
3.0	Obligations	page 3

Accessibility Action Plan

(QPA Chestnut Avenue and Marlborough Road)	page 6
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Queens Park Academy Accessibility Policy 2018-21



1. Introduction

This Accessibility Policy statement is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. With this in mind, Queens Park Academy puts accessibility for all at the heart of the planning and design process.

The school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Definition of Disability

Disability is defined by the Equality Act 2010: The Act defines disability as when a person has a “physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities”. Some specified medical conditions such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Queens Park Academy also considers other legislation in all decision making processes e.g. the SEND Act 2001 and the Education Act 2011 and this Policy will be updated when new legislation is passed to account for any further duties / requirements of the School.

Under the Equalities Act 2010 schools should have an Accessibility Policy. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 2005.

3. Obligations

The accessibility policy is listed as a statutory document, it must be reviewed every three years and be approved by the school’s Governing Body. The Accessibility Plan, appended at the end of this policy, will detail the actions required to meet the needs of the building users. The Plan shall be reviewed annually with any changes added to this document as a revision.

The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Queens Park Academy, the review process is undertaken by the Senior Leadership Team with the revisions document being brought to the relevant Governors' committee for agreement.

The Accessibility Plan has been developed and drawn up based upon information from staff, parents, guardians, pupils, governors and outside agencies. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of the progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

At Queens Park Academy our intention is to create an environment in which pupils thrive and want to do their best. We want all pupils to enjoy school, to be challenged to achieve their very best and to consider their time at school as their own 'learning adventure'. We aim to work in partnership with parents, guardians and outside agencies to create a high quality provision with equal opportunities for all. We do this by taking account of our pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all. The achievements, attitudes and well-being of all our children matter.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions:

- To improve access to the **physical environment** (this includes improvements to the physical environment of the school and physical aids to access education)
- To improve access to the **curriculum** for disabled pupils (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- To improve the communication of information to parents / carer and pupils with difficulties (this includes planning to make **written information** that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disability and pupils' and parents' preferred formats and be made available within a reasonable timeframe).

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with other school policies:

- Asset Management Plan
- Promoting Positive Behaviour Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health and Safety Policy
- Fire Management, Safety, Procedures & Risk Assessment Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governors committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Policy will be published on the school website, monitored by the Governing body and may be monitored by Ofsted during its inspection processes.

Accessibility Policy prepared by:

Name: Holli Smith
 Position: Assistant Head teacher (SENDCo/Inclusion)

Signature:.....Date:.....

Name: Stuart Evans
 Position: Business Manager

Signature:.....Date:.....

This plan has been approved by the Governing Body. It will be reviewed annually.

Chair of Governors: Mr R Robson

Signature:.....

Date:.....

Accessibility Action Plan for 2018-21 – Queens Park Academy

Increasing access for disabled pupils to the curriculum:



Improving teaching and learning lies at the heart of the school's work. Through continuous self-evaluation and CPD we aim to enhance staff knowledge, skills and understanding to promote excellent/ outstanding teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and culturally activities and educational visits.

	<u>Activity</u> Where do we want to make progress?	<u>Action</u> What are we going to do?	<u>When?</u>	<u>Who?</u>	<u>Success Criteria</u>	<u>Date completed</u>
Curriculum	Inclusive work schemes	Agencies working with children with barriers to lead inset for staff / offer advice (including support staff) e.g. Speech and Language, Autism Advisory Team, Hearing Impairment Team. Staff to attend training e.g. Autism Bedfordshire.	Ongoing, regular review	SENDCo to liaise with outside agencies	Teachers and support staff will be confident and competent when working with children and adults who may have additional needs	
	Aids and Equipment	SENDCo and Class Teachers to use provision mapping and analysis of need to ensure that school has resources that are appropriate to the needs of our community	Ongoing, regular review		All teachers can access aids and equipment as appropriate	
	Accessibility to all educational visits / clubs	Ensure each new venue is vetted for appropriateness	Ongoing, regular review	SENDCo / EVC	All pupils in the school are able to access all	

		Ensure that additional equipment/staffing is in place where appropriate			educational visit and take part in a range of activities	
	Celebrating difference (including race, ethnicity culture and sexual orientation) and promote gender quality	All school staff to attend Stonewall training. School will ensure that: There are clear policies to promote gender and sexual orientation and deal with any incidents of homophobic bullying.	Easter 2018 training day Policies in place by September 2018	SLT and PSHE subject lead	All pupils and staff will have equal opportunities in school. Clear processes will be in place.	

Improving access to the physical environment of the school:

Facilities

Queens Park Academy is located across two school sites. The Marlborough Road site houses our Early Years and Year One, and the Chestnut Avenue site houses provision for Years Two - Six. Both sites have single storey permanently erected buildings. On the Chestnut Avenue site, there are currently 2 temporary classroom blocks which house 2 classes each and toilet facilities. Accessible toilet facilities, both full size, are currently as follows;

1no. located in main reception	1no. located off main link corridor/Sanctuary
1no. located in Reception class area	1no. next to Belgium class and Switzerland class (Yr3)
	1no. next to Denmark class (Yr3)
	1no. adjacent to Poland (Yr4)

Accessible toilets have emergency call alarms activated by cords in case of any problem. The accessible toilets have both lights and alarm sound warning (assistance call) over the doors.

There is wheelchair access to all areas on both sites including lowered windows at both receptions. Lighting is suitable for purpose in all rooms with blinds in most rooms to allow for adjustable lighting. Rooms have contrast colours / paint identifying doors from walls to allow for children/people with a visual impairment to distinguish doorways easily. The school is aware of the affect that noises e.g. lights buzzing, can affect the ability of the children to work and concentrate. This is kept to a minimum and the site team undertake repairs as soon as possible.

The evacuation procedures are displayed around the school and there is a fire drill every term. Fire Marshalls ensure a timely evacuation and the School also produces personal emergency evacuation plans (PEEP) for students with mobility issues to ensure effective & efficient emergency evacuations.

The school currently has pupils on role with a range of needs that include Autism Spectrum Disorder, Hearing impairment, moderate learning difficulty, physical disability, social emotional and mental health difficulties and speech, language and communication difficulties.

Provision in exceptional cases will be negotiated when a pupil's specific needs are identified. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review (and?) the school improvement planning process is the vehicle for considering such needs on an annual basis. The Equality Act states that Schools are not expected to change their premises, but they are however expected to make long-term proactive plans for improving access to their buildings through their planning duties. Queens Park Academy will continue to make 'reasonable adjustments' to ensure that disabled students, parents, staff or visitors attending the school are not discriminated against. Making reasonable adjustments could include: changes to practices or procedures, changes to physical features, changes to how learners are assessed providing extra support and aids (such as specialist teachers or equipment).

A mobility audit for pupils with visual impairments was carried out by the Visual Impairment team in January 2018. Its recommendations form many of the actions set out below.

	<u>Activity</u> Where do we want to make progress?	<u>Action</u> What are we going to do?	<u>When?</u>	<u>Who?</u>	Success Criteria	Date completed

Physical Environment	Outside areas (playground) - colour and contrast	Ensure that the pagoda in the Chestnut Avenue playground is clearly visible by painting the posts and benches	By Easter 2018	Site Agent SENDCo	Pagoda and benches will clearly contrast the grey concrete enabling all pupils (particularly those with a VI) to see the area more clearly and minimise the risk of accidents.	
	Outside areas (playground) - colour and contrast	Ensure that yellow edging/highlighting is visible on steps, ramps and edges of playground.	By Easter 2018	Site Agent SENDCo	Changes in levels or surfaces will be clearly visible and will prevent children and adults from tripping.	
	Outside areas - maintenance and repair	Ensure that all steps or ramps are in a good state of repair (not broken or rotting) Ensure that yellow edging is visible (repaint it).	By Easter 2018	Site Agent SENDCo	Outside surfaces will be in good order and not dangerous for staff/pupils. Differences in surfaces will be clearly visible.	

	Classrooms and corridors- clutter	Ensure that all staff and pupils share a collective responsibility of keeping the school in a tidy and organised manner to ensure that clutter and trip hazards are removed as a matter of course. Eco Warriors to do learning walks and provide staff with feedback.	Ongoing	Site Agent Eco Warriors SLT All members of the school community	Whole school environment will be in good order. Hallways and classrooms will be free of clutter/litter and potential trip or slip hazards.	
	ICT Room	Ensure that wires are off the floor and clearly visible to all who use the room. Make sure that any breakable or valuable equipment is stored away safely.	Ongoing	Digital leaders SLT IT Manager All school	ICT room will be a safe and purposeful learning environment. Hazards will be removed.	
	Ensure all pupils with SEND/disabled can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	Before July 2018 Regular fire drills, Induction, Fire Marshall training	SENDCo Facilities Manager, Fire Marshalls, All staff	All SEND/disabled pupils and staff working alongside are safe in the event of a fire	

Improving the delivery of written information to disabled pupils:

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify the agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable access to a range of materials supportive to need.

	<u>Activity</u> Where do we want to make progress?	<u>Action</u> What are we going to do?	<u>When?</u>	<u>Who?</u>	Success Criteria	Date completed
Written Information	Review information to parents / carers to ensure it is accessible	Provide information and letters in clear print in 'simple' English School office will support and help parents to access information and complete school forms Ensure that the website and all documents are accessible to all	Ongoing, regular review Current	School office School Office IT Manager	All parent/carers receive information in a form that they can access	
	Languages other than English to be visible in school	Some welcome signs to be multi-lingual Pupils home languages celebrated in the classroom	Ongoing	All staff	Confidence of parents to access their child's education	

	Provide information in other languages for pupils or prospective pupils who may have difficulties with hearing or language difficulties	Access to translators, sign language or symbols communication systems in the classroom / appointments will be considered and offered if possible	As appropriate	SENDCo All staff	Pupils and/or parents feel supported and included	
	Develop other forms of communication with parents (other than letters) which parents with English as an Additional Language can access	School to introduce the ClassDojo app where school can share information and photos with parents. (Information can be translated).	By Christmas 2017	SLT Class Teachers LSAs	80% of parents will have signed up to Clasdojo. 80% of parents will give positive feedback (survey at summer ILD) Positive communication between the school and parents will increase .	