

Our Vision Achievement for all

Our Mission

To fulfil this through developing every child's personality abilities and talents to the full, to be the best that they can be.

This school is a Rights Respecting school and we support children's entitlement as expressed in the United Nations Convention on the Rights of the Child. The rights which apply to this policy are:

Right 2. Non discrimination. No child should be treated unfairly on any basis.

Right 3. The best interests of the child must be a top priority in all things that affect children.

Right 16 Every child has the right to privacy. The law should protect the child's private, family and home life.

EQUALITY IMPACT

This policy considers the equality for all at our school and the equity of what we offer to allow every child to fulfil our mission.

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

Author	Dan Hinton
Date written	February 2022
Date adopted by governing body	March 2022
Date for review	March 2025

- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- 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;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

- **Education & related activities**
The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. Within this plan we will:
 - Continue to review accessibility of ICT
 - Involve pupils in review of hard & software.
 - Prioritise new software to purchase.
 - Continue to train staff in CPD time on use of Communicate in Print/Symwriter and other accessible ICT.
 - Review use of existing specialist ICT equipment
 - Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Seek issues and feedback from Student Voice groups.
 - Audit participation in extra-curricular activities and Learning Outside the Classroom (LOC) opportunities and identify any barriers.
 - Ensure school activities are accessible to all students.
 - Ensure additional staff can be provided to facilitate participation if needed.
 - Continue to source and use accessible venues for residential trips.

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- **Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. Within this plan we will:

- Review personal evacuation plans.
- Work with the architects to bring about the most accessible arrangements for our new Upper School Build.

- **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. Within this plan we will:

- Use large print and audio formats etc as required.
- Review accessibility of newsletter and letters for parents.
- Use and monitor the effectiveness of Parentmail for all.
- Use Communicate in Print/Symwriter and other symbolised software packages.

Financial planning and control

The Headteacher with Senior Leadership Team and Business Manager, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

- Students are charged an equal amount per trip for educational visits regardless of use of resource on trip.
- Access to educational visits should be granted regardless of families' financial situation.

Accessibility Plan- November 2019

Target	Tasks	When/Who	Monitoring	Review
Access to curriculum both in and out of school- ICT, effective learning environments and participation in activities	Continue to review accessibility of ICT	LG ongoing		
	Involve pupils in review of hard & software.	LG Spring 2021		
	Prioritise new software to purchase.	LG ongoing		
	Continue to train staff in CPD time on use of Communicate in Print/Symwriter and other accessible ICT.	LG		
	Review use of existing specialist ICT equipment	LG/SALT		
	Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.	JM via appraisal CPD plans		
	Seek issues and feedback from Student Voice groups	Student Council/REW		

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	Continue to offer a full range of extra curricular clubs and activities	REW/DH Ongoing		
	Audit participation in extra-curricular activities/LOC opportunities and identify any barriers.	AS and SIP group Spring 2020		
	Ensure school activities are accessible to all students.	All staff REW		
	Ensure additional staff can be provided to facilitate participation if needed.	JO to advise on costs when needed		
	Continue to source and use accessible venues for residential trips.	AS and class teachers		
	Strive to enable access for students into mainstream lessons or work collaboratively with peers at QKS.	JM annually and when necessary		
Physical access and Environment	Review personal evacuation plans.	JO		
	Work with the architects to bring about the most accessible New Build project on upper school site.	DH/JO 2022 and beyond		
	Develop a calmer school environment by using a neutral colour scheme and reduced visual and auditory stimulation.	SIP group Spring 2022		
Provision of Information	Use large print and audio formats etc as required.	Class and office staff		
	Review accessibility of newsletter and letters for parents.	Governors Spring 2022		
	Use and monitor the effectiveness of Parentmail for all.	DH Summer 2022		
	Use Communicate in Print/Symwriter and other symbolised software packages.	All staff		
	Develop the use of symbols to a standard use	JM/AR/CP		
Financial Planning and control	Students are charged an equal amount per trip for educational visits regardless of use of resource on trip.	JO teachers before trips happen		
	Access to educational visits should be granted regardless of families' financial situation	JO/DH when necessary		

To be read with these other policies and documents-
Health and Safety
Safeguarding
E-Safety
Behaviour Policy

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