

**Queen's College Preparatory School
(including Early Years Foundation Stage)**

Accessibility Plan 2017-2021



Accessibility Plan 2017-21

Purpose

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/pupils with a disability can take full advantage of their education and associated opportunities.

The Accessibility Plan should be read in conjunction with the following school policies and documents:

Equality Policy

Health & Safety Policy

Special Educational Needs Policy

Behaviour Policy

School Development Plan

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” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘Longterm’ means **has lasted or is likely to last more than 12 months**. The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the**

effect of the impairment on the pupil'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.

KEY AIMS

To increase and eventually ensure that pupils with a disability have:

- as much access to the School's environment as possible within the limitations of our building
- full access to the curriculum and information
- full participation in the school community

Compliance with the Equality Act

In performing their duties, the Council pays due regard to the Equality Act 2010. Compliance with the Equality Act is consistent with the Aims and Ethos of QCPS, our Equal Opportunities Policy and SEND Policy.

Our staff recognise their duty under the Equality Act:

- 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

QCPS recognises and values the pupil's and parents' knowledge of their child's disability. The School recognises the effect their disability has on her ability to carry out activities, and respects the parents' and child's right to confidentiality. QCPS provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Financial Planning and Control

The Headmistress, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Current Practice

Increasing access for disabled pupils to the school curriculum

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.

- Extensive pastoral care and support systems in place
- Small class sizes
- Individual Education Plans enable effective provision to be made for pupils with SEND
- Regular progress reviews enable all pupils / parents to discuss their learning and progress
- Educational visits and trips are accessible for all pupils
- All pupils are supported to participate in pupil leadership roles
- All pupils are encouraged to access co-curricular activities and are supported as necessary so that they are able to do so

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- No 61 building is completely wheelchair accessible with a lift to facilitate movement between the floors.
- No 59 building is wheelchair accessible on the Ground Floor, Third and Fourth Floor and Basement Level (via the lift).
- A wheelchair ramp is available to allow access to the building through the front doors on the ground floor.
- The corridor between No 59 and No 61 is wheelchair accessible on the Third Floor.
- The physical environment is safe and welcoming.
- There are handrails on all staircases.

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, timetables, 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 time frame.

- Information sent to parents is often online or by email only
- Written information for pupils is currently provided in only one format
- Dyslexia friendly books are available in the School Library
- Standardised Visual Timetables are in place in all classrooms, and are matt laminated.

Accessibility Action Plan 2017 – 21

Increasing access for disabled pupils to the school curriculum					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on Curriculum access. Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation	Learning Support Dept.	Short-term	Ongoing	Training provided in 17-18; ongoing
Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ laptops etc.)	Remain up to date with Access Arrangements for 11+ and Consortium Examinations. Ensure Access Arrangements are in place for pupils taking external examinations.	Learning Support Dept.	Short-term	Ongoing	Access arrangements in place
External services and agencies used effectively.	Effective liaison links developed with external services and agencies regarding individual pupils (physical, sensory, behaviour)	Learning Support Dept.	Medium Term	By July 2018	Effective liaison links in place
Establishing effective tracking mechanisms for all pupils	Develop electronic tracking mechanisms on SchoolBase.	Deputy Head (Academic)	Long Term	By July 2019	

School is accessible for pupils and parents who require wheelchair access.	Ensure that a pupil that requires wheelchair access is timetabled in a room with wheelchair access where possible.	Deputy Head (Academic)	Short Term	As required	Procedures in place.
To ensure that all pupils, staff, parents, governors are consulted to ensure the development of the Accessibility Plan, and particularly staff and pupils with disabilities.	Accessibility Plan is shared with all stakeholders for review and comment.	Headmistress	Short Term	By January 2019	Shared with Governors in May 2018 & available to other stakeholders via website
Use ICT software to support learning.	Identify appropriate software and ensure it is installed where needed	Learning Support Dept. / IT Dept.	Medium Term	By July 2019	Software identified and installed

Improving access to the physical environment of the school

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Review the site.	Review the site annually using the School Access Audit Checklist.	Bursar	Medium	By Dec 2017	Ongoing
To address any concerns arising from the annual site inspection	As necessary.	Bursar	Ongoing		Ongoing
To assess any pupils with disabilities who have enrolled at the school and create a plan to improve the physical environment and give training to staff to enable them to support that pupil	As necessary.	Learning Support Dept.	As necessary.	n/a	
Disabled toilet is accessible to all.	Provide a disabled toilet at Basement Level	Bursar	Medium Term	Summer Works Programme Summer 2018	Disabled toiled now in place.
All parents will be asked if they require access arrangements for Parents' Evenings	Parents will be asked if they require access arrangements for Parents' Evenings.	Head	Short Term	By November 2017.	No parents require access arrangements at present
Clear visual signage in place around the School.	Ensure signage is designed in accordance with the	Bursar	Long Term	By July 2020.	

	recommendation of the Sign Design Guide.				
All carpets in the pupil areas are approved by the British Asthma Society and control dust levels.	Ensure carpets that are replaced due to wear and tear are replaced with carpets approved by the British Asthma Society.	Bursar	Long Term	By July 2020.	
All lighting has been selected to be suitable for pupils with autism.	Replace lights as necessary as with autism friendly lighting.	Bursar	Medium Term	By July 2020.	

Improving the delivery of written information to disabled pupils

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.	Ensure that written information for staff, parents and visitors with disabilities (e.g hand-outs, textbooks and information about the school and school events) is made available in various preferred formats within a reasonable timeframe	School Office	Medium Term	By July 2018	Available on request
The Accessibility Plan is placed on the website	Upload Accessibility Plan to the website.	Headmistress	Short Term	By Dec 2017	Accessibility Plan on Website
To ensure that written information is accessible for pupils and that enlarged books are available as required.	Ensure written information is accessible for pupils and that enlarged books are available as required.	Learning Support Dept. / Librarian	Medium Term	By July 2018	Available on request
To ensure that printed versions of electronic information are available on request, and that pupils and parents are aware of this option.	Ensure that printed versions of electronic information are available on request, and that pupils and parents are aware of this option.	School Office / Headmistress			Printed versions of electronic information are available in the office.

Use matt laminates for pupils with a visual impairment	Ensure matt laminating sheets are available for staff	Learning Support Dept.	Short Term	By October 2017	Matt laminates available in stock room
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