



17b ACCESSIBILITY POLICY

Ethos and aims

Queen Mary's School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

How the plan is constructed

The School has a Pastoral Team, which have weekly meeting during term time, and may co-opt additional members whose expertise in any field would be of assistance. The team's terms of reference are:

1. to review (annually) this policy including procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy (Head of Learning support)
4. to review such plans and policies as necessary and at least on an annual basis.

The School's Pastoral Team have been central to the drawing up this plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance / Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School will consult with staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

How the plan is reviewed and monitored

Whilst the Pastoral Team meets weekly and any recommendations which affect this policy may be discussed at any point, this policy will be reviewed annually at the start of the Autumn Term. Recommendations will include input from the senior leadership team and the document is then placed on the agenda for the meeting of the governing body for their Autumn Term Meeting (November).

Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the implementation of the policy in the Autumn Term of the full governing board. The Head of Finance and Estates provides a report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility policy during the period to which it relates. A new policy will be drawn up every three years. This policy should be read in conjunction with the School's Admissions Policy.

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Review of furniture and equipment to assess if selected and located appropriately	Conduct furniture and equipment review		Estates Manager	Review undertaken and presented to SLT
Medium Term	Review existing building plans to incorporate accessibility provision	Conduct building review and identify needs		Estates Manager	Review undertaken and presented to SLT
Long Term	Investigate the use of and installation of portable hearing loops	Conduct a survey to identify needs		Health and Safety Committee	Quotation obtained and presented to SLT

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Develop curriculum audits to ensure that they do not inadvertently discriminate against	School policies written to reflect 2010 Disability Act	Policies reviewed annually	SLT	Lesson observation Successful 2017 ISI

	pupils with a disability or SEN				Successful Woodard Spiritual review
Medium Term	SFL Training	SFL Reports		SFL Tutor Nurse	Care Plans
Long Term					

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Handouts, Timetables, Information about School Events	Literature available in print or via ICT		JH	
Medium Term	Train Teachers to present information to groups in a way which is user friendly for disabled pupils	Use of whiteboard projections Describes diagrams Differentiates lessons Guest speakers	Ongoing	All teaching Staff	Appraisal
Long Term					