



## Accessibility Plan

### Creating Future Stars!

Queensbridge Primary School is a safe, welcoming and nurturing school that offers a sense of belonging.

We work with families to ensure that all achieve their potential across our diverse community having relentless high expectations of ourselves and others.

We are innovative, creative and consistent in our approach, constantly reflecting on our practice. We try to make learning creative, stimulating, inclusive and fun with lots of challenge setting ambitious goals for the future. We try to provide a vast range of opportunities to light the spark of their learning giving them the skills and tools they need to take off and fly!

Queensbridge ensures that children are ready for the world ahead of them as:

- Independent thinkers, enterprising and creative
- Problem solvers, negotiators, reflective and thoughtful
- Excellent communicators
- Happy, confident and curious learners, inspired and well-motivated
- Hard workers
- Responsible members of the community
- Good citizens- children who are respectful, responsible, kind and caring

**Happy children make good learners**

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	6
5. Links with other policies .....	6

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Queensbridge School Values are; *Collaboration, Respect, Perseverance and Possibilities*. We pride ourselves on our inclusion and by abiding the Equality Act of 2010. Queensbridge Primary School is a safe, welcoming and nurturing school that offers a sense of belonging to all children and adults regardless of need. We work with families to ensure that all achieve their potential across our diverse community having relentless high expectations of ourselves and others.

We are innovative, creative and consistent in our approach, constantly reflecting on our practice. We try to make learning creative, stimulating, inclusive and fun with lots of challenge setting ambitious goals for the future.

We try to provide a vast range of opportunities to light the spark of their learning giving them the skills and tools they need to fully achieve their potential.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

You can find relevant information at the Hackney Learning Trust website on the Local Offer

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.



## Accessibility Plan

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Aim to ensure training is available for staff to become skilled in specific areas (e.g. Autism, Down's syndrome, Cerebral Palsy, Epilepsy) Disseminate expertise to team members at transition. Arrange for specialists to come to the school to provide a high level of training for all staff	All staff will have a clear and deep understanding of the barriers that can affect children's learning	Training will be provided and knowledge/practice implemented	SMT/SENCO	Ongoing	

<p>Ensure staff have (there are staff with) an understanding of the needs of individual pupils with a disability</p>	<ul style="list-style-type: none"> <li>➤ Provide opportunities for staff to seek expert advice. INSET on differentiation and planning to meet the needs of individual pupils. Supply practical resources that will support teaching and learning.</li> <li>➤ The class teachers plan differentiated and engaging curriculum that will support all children regardless of ability</li> <li>➤ Teachers and staff track the progress of all children from both lessons and interventions</li> </ul>	<p>The school will work closely with outside agencies e.g. Educational Psychologists, Speech and Language Specialists who will provide relevant whole school training</p> <p>Staff meeting to give opportunity to share good practices Specialist Teachers and Speech and Language specialists will be on hand to support planning</p> <p>Interventions will be structured and feed back into the learning in the class</p>	<p>The specialists from the Hackney Learning Trust to work alongside teaching staff</p> <p>Staff meetings with relevant professionals</p> <p>Children on the SEND register will have 3 IEP meetings a year to check progress. Targets for the IEPs will appropriate and challenging</p>	<p>SMT</p> <p>SENCO</p> <p>SMT</p>		
<p>Improve and maintain access to the physical environment</p> <p>The school is aware of the access needs of disabled pupils,</p>	<p>Queensbridge Primary School is a large school that caters for a high level of need. The school has already made adjustments to its physical environment by adding a sensory room, and autism attentions room and changing facilities. We have also worked alongside Visual Impairment</p>	<p>To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment</p>	<p>All resources will be reassessed and adapted as appropriate</p>	<p>SENCO</p>	<p>Ongoing</p>	

<p>staff, governors, parent/carers and visitors</p>	<p>specialists to make sure that the school can be easily manoeuvred by all children</p>	<p>process</p>				
<p>Improve the delivery of information to pupils with a disability</p>	<p>The school regularly holds Coffee Mornings for parents to come into the school and discuss concerns or to learn about different areas of SEND. These coffee mornings have translators available and specialists to share their expertise.</p> <p>The school has an app where important information about issues relating to both SEND and broader areas can be shared</p>	<p>To set up a partnership with HiP Hackney Independent Parents to begin parent workshops to support girls with ASD</p>	<p>Liaise with HiP and parents</p> <p>Assign appropriate space for workshops</p>	<p>SENCO</p>	<p>By the Spring term 2019</p>	



## Accessibility Plan

### 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body

### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



## Accessibility Plan

### Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				

Reception area				
Internal signage				
Emergency escape routes				