



# Accessibility Plan

## School vision and values

At Queensbridge we aim to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, inclusive, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

### RESPECT

- We are responsible for our actions
- We are empathetic
- We are inclusive

### COLLABORATION

- We are able to ask for and give support
- We are articulate
- We are a team

### PERSEVERANCE

- We don't give up
- We celebrate our mistakes
- We are ambitious

### POSSIBILITIES

- We are globally aware
- We are forward thinking
- We are curious

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## 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 SEND pupils can participate in the curriculum

- Improve the physical environment of the school to enable SEND pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to SEND 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 Accessibility 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>
<p>Increase access to the curriculum for pupils with a disability including the ARP (Autism Resource Provision)</p>	<p>Queensbridge Primary book training 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</p> <p>All staff have been offered a tour of the ARP</p> <p>The school has worked closely with the Hackney Education specialists in delivering high</p>	<p>All staff will have a clear and deep understanding of the barriers that can effect children's learning</p> <p>Clear access to the ARP with individually catered, child-centered curriculum</p>	<p>Training will be provided and knowledge from the training will be implemented</p> <p>The school will liaise with Specialist Teacher's, Speech and Language Therapists, Occupational Therapists and Educational Psychologists</p> <p>The school will work closely with families in providing support and training and</p>	<p>SMT/SENCO</p> <p>ARP manager</p>	<p>ongoing</p>	<p>Update on actions taken</p> <p>Review it yearly</p>

<p>Ensure there are staff with an understanding of the needs of individual pupils with a disability.</p>	<p>bespoke curriculum for individual children</p> <p>Specific Autism</p> <p>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.</p> <p>The class teachers plan differentiated and engaging curriculum that will support all children regardless of ability</p> <p>Teachers and staff track the progress of all children from both lessons and interventions using the creative curriculum as well as</p>	<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>Opportunities will be taken to support teaching staff the assess their planning and share good practices with peers</p> <p>Interventions will be structure and feed back into the learning in the class</p>	<p>implementing a range of strategies</p> <p>SCERTS (social communication, emotional regulation and transactional support) training has been delivered to support all children across the school with autism</p> <p>The specialists from the Hackney Learning Trust to work along teaching staff</p> <p>SENCO to work closely with class teachers and support staff providing strategies and effective interventions for children on the SEND register</p> <p>Staff meeting will set to give opportunity to share good practices</p> <p>Specialist Teachers and Speech and Language specialists will be on hand to support planning</p>	<p>SMT</p> <p>SENCO</p> <p>SENCO</p>		
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<p>The reviewing of SEND register and personalized targets</p>	<p>Queensbridge's Shell and Pebbles our own catered tracking to monitor all progress</p> <p>Regular review meeting to set targets with children and teachers</p> <p>A clear referral for teachers or parents to flag any concerns that they may have about a child</p> <p>Regular meetings to decide which children need to remain on the SEND register and those that have made accelerated progress</p>	<p>Ensure clear communication between staff and parents</p> <p>Ensure that all children are getting a high level of support</p>	<p>Children on the SEND register will have 3 IEP meetings a year to check progress.</p> <p>Targets for the IEP's will appropriate and challenging that will be attended by teachers, LSA's and families</p> <p>Regular meetings between staff, families and SENCO</p> <p>Clear interventions with outcomes that will measure progress</p> <p>Joint observations with all professionals including SENCO to set targets and ensure high quality teaching</p>	<p>All staff including SENCO and class teachers</p>		<p>Reviewed termly</p>
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<p>Improve and maintain access to the physical environment</p> <p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</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 attention room and changing facilities. We have also worked alongside Visual Impairment specialists to make sure that the school can be easily manoeuvred by all children</p> <p>With the design of the ARP careful consideration was given to access including for those with mobility difficulties</p> <p>The school has recently opened its ARP (Autism Resource Provision) which has is specifically built to support the needs of children with a diagnosis. This includes at large sensory room, soft play room and hygiene room which can be accessed by children. In addition, there is a breakout space for children to eat their dinners in a low sensory arousal space. The</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 process</p> <p>That all children will be able access all areas of the school regardless of barriers</p>	<p>All resources will be reassessed and adapted as appropriate</p> <p>All staff will be given training on how to best use the space</p>	<p>SENCO</p> <p>ARP manager</p>	<p>Ongoing</p>	

	ARP has hush boards that absorb sound.					
Improve the delivery of information to pupils with a disability	<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>All reception parents were offered a tour of the ARP in line with Covid-19 restrictions</p> <p>Parents help group set up to support children with autism who are emotionally dysregulated at home</p> <p>Due to Covid-19 the school has taken steps to support the communication between home and school with regular phone calls home from class teachers and SENCOs</p>	To set up a partnership with HiP Hackney Independent Parents to begin parent workshops to support girls with ASD	<p>Liaise with HiP and parents</p> <p>Assign appropriate space for workshops</p>	SENCO	By the Spring term 2019	

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## 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 board.

### **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

**Approved by Governors Summer 2021.**

**To be reviewed every 3 years.**



## Accessibility Plan

### Appendix 1: Accessibility audit

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				