



## GREENWOOD ACADEMIES TRUST

### **ACCESSIBILITY PLAN: Context**

The Queensmead Primary Academy should be an environment where all are included and feel valued and respected.

Standards of academic achievement are high and behaviour excellent.

Children, staff and parents alike are happy, engaged and enthusiastic about learning.

A partnership where everyone is working to achieve and fulfil their potential.

Queensmead Primary Academy will nurture its pupils to ensure that the children in our care leave our academy with strong self-esteem, high personal expectation and a complement of basic skills that promote an enquiring mind and a desire for knowledge.

The Queensmead Primary Academy will give everyone the opportunity to develop their spiritual, moral, social and cultural understanding and awareness.

The Queensmead Primary Academy will strive to be a central hub for the local learning community – a place where children, parents and the community can experience seven years of continuity, development and growth.

In 2014 the whole academy community, comprising staff, parents, children and Governors worked together to establish a new set of aims and values for our school.

### **ACCESSIBILITY PLAN**

1. This Accessibility Plan has been drawn up in consultation with the Greenwood Academies Trust (GAT) board, students, parents, staff and councillors of the Academy and covers the period from April 2016 – March 2019.
2. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. GAT plans, over time, to increase the accessibility of provision for all students, staff and visitors to all of our sites. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:
  - Improve access to the **physical environment** of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
  - Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist **aids and equipment**, which may assist disabled students in accessing the curriculum.
  - Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. This will include handouts, timetables, textbooks and information about the Academy and its events. The information will be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis. New Action Plans will be produced every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff trustees and councillors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:
  - SEN and Disability Policy
  - Admissions Policy
  - Exclusions Policy
  - Every Child Matters
  - Organisation of Student Learning
  - Education Brief
  - Academy Improvement Plans
  - Academy Brochures
  - Asset Management Plan
8. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health & Safety Team. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan

and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the GAT Finance and General Purposes (F&GP) and school council committees will contain an item on “having regard to matters relating to Access”.
10. The Academy Brochure will make reference to this Accessibility Plan.
11. The Academy’s complaints procedure covers the Accessibility Plan.
12. Information about our Accessibility Plan will be published in each Academy’s Annual Report to Parents (statutory).
13. The Plan will be monitored through the School Council. Each School Council will produce a termly report on progress against the plan for the GAT F&GP.
14. The Academy will work in partnership with all stakeholders in developing and implementing this plan.
15. The Plan will be monitored by Ofsted as part of their inspection cycle.

DATE 20.04.2016

## Queensmead Primary Academy Accessibility Plan 2016-2019

### Improving the Physical Access at Queensmead Primary Academy

Ref No.	Location	Findings	Action	Timescale	Cost £
1	Main Building – all entrances	Level access to front entrance and to all classroom and main hall entrance	No further action		
2	Reception and entrance lobby	Well-mat level with floor surface Lobby big enough for wheelchair/pushchair and companion Counter: appropriate width & height, with adequate knee recess Glass panels in the doors	Install hearing loop and sign at reception. A portable loop e.g. <a href="http://www.sarabec.com/la90-portable-loop-system/p778">http://www.sarabec.com/la90-portable-loop-system/p778</a> would be satisfactory and would provide flexibility if other parts of the site is being used. Ensure signage is in place and staff are trained in its use.	20.07.2016	£100 -£150
3	Building: <ul style="list-style-type: none"> <li>• Flooring</li> <li>• Steps/stairs</li> <li>• Doorways</li> <li>• corridors</li> </ul>	Flooring is level in all areas except external steps noted above. Corridors 1m wide in school area with cupboards, etc. Colour contrast between floors, walls and doorways for those with visual impairment	No further action		
4	Furniture	No lower height/adjustable height desks/worktops/sinks	Purchase height adjustable furniture as and when required	As and when	
5	WC (individual accessible)	Two appropriately sized accessible toilets in main school: Fitted with grab handles, low level washbasins and driers and raised WC. Fire alarm has sounder and beacon	No further action		
6	WC (general)	1 toilet in each pupil and adult toilet block fitted with grab handles and outward opening door	No further action		
7	Hygiene room	No hoist, shower seat or changing bed available	Shower seat and changing bed should be provided for the hygiene room. <a href="https://www.completecareshop.co.uk/medical-aids/sterling-changing-tables/sterling-long-changing-table-with-padded-side-supports-view-">https://www.completecareshop.co.uk/medical-aids/sterling-changing-tables/sterling-long-changing-table-with-padded-side-supports-view-</a>	20.07.2016	Seat £50-£100  Changing bed £1000.00

		<p>WC and associated fittings set at adult height. This room is most likely to be used for early years children and fixtures and fittings should be age-appropriate as per DfE Building Bulletin 99.</p> <p>There is no alarm pull card installed</p>	<p><a href="#">large?gclid=CMS0z4SvncwCFcluGwodHnANEA</a> (other suppliers are available)</p> <p>A hoist can be installed as and when required.</p> <p>Install replacement standard junior WC with seat height between 300-350mm. Grab rails should be installed at 100-150mm above seat height and 300-400mm centres from centre of seat</p> <p>Install an alarm pull cord which can be used by either staff or visitors requiring assistance.</p>		<p>WC £160 + fittings</p> <p>Pull cord £10.00 + cost of electrician</p>
8	Disabled Parking	Two designated spaces are in place, with level walkway access from car park to front entrance of the building	No further action		
9	Other	Low level catering counter			

**Queensmead Primary Academy Accessibility Plan 2016-17**

**2. Improving the Curriculum Access at Queensmead Academy**

All Greenwood Trust Academies have in place a variety of access arrangements (see ‘Disability Access Provision’)

**Equal Opportunities practices should be evident in**

- the formal curriculum (the programme of lessons);
- the informal curriculum (extra-curricular activities);
- the 'hidden' curriculum (the ethos of the school, SMSC, the quality of personal relationships etc).

<b>Ref No.</b>	<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
2.1	<p>Increase confidence of teaching staff in differentiating the curriculum.</p> <p>Develop consistent approach to differentiation.</p>	<p>Undertake audit of staff training needs on curriculum access and develop relevant training.</p> <p>Assign professional development sessions to training identified needs (e.g.) dyslexia, differentiation, alternative recording.</p> <p>Collate ideas about different methods of recording from Teachers and external agencies, such as Specialist Teaching Service.</p>	<p>Summer 2017</p> <p>Aut. 2018 – Summer 2019</p> <p>On-going</p>	<p>SENCo Curriculum Lead</p> <p>SENCo</p> <p>SENCo Teachers</p>	<p>Raised confidence of staff in strategies and differentiation and increased pupil participation.</p>

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.2	Ensure that all children have access to the curriculum regardless of their disability.	<p>Adaptations to activities where necessary to enable every child in a class to access them.</p> <p>Embed teaching and learning strategies that enable children with specific learning difficulties and speech and language difficulties to access the curriculum (eg. coloured backgrounds, visual and kinaesthetic resources, task lists, support materials etc.)</p> <p>Refer to and take advice from external agencies about provision required for specific children.</p> <p>Adapted laptops and tablets for visually impaired children where recommended.</p> <p>Visual timetables and support materials provided for children with ASD or attachment difficulties.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO Teachers TAs</p>	<p>All children will be able to access the curriculum and show progress with learning regardless of their disability.</p>
2.3	Ensure TA's/LSA's have access to specific training on disability issues.	<p>Use staff audit to identify LSA/TA's training needs and inform Professional Development process.</p> <p>TA's/LSA's to access relevant CPD courses each year.</p> <p>TA's/LSA's have relevant access to training on disability issues affecting children they work with.</p> <p>Work with TAs through PDRs to develop their specific skills.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Yearly</p>	<p>SENCo Deputy Principal Principal</p>	<p>Raised confidence of TAs and LSAs as above.</p>
2.4	Ensure all staff are aware of disabled children's curriculum access.	<p>Set up system of individual access plans for children with disabilities. This would be defined at Queensmead in the current IEP.</p> <p>Set up system for information to be shared with appropriate staff.</p>	<p>By Need On-going</p> <p>By Need</p>	<p>SENCo Individual Teachers</p> <p>SENCo</p>	<p>All staff aware of individual pupil's access needs.</p>

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.5	Ensure appropriate staff are aware of, and able to use SEN resources.	<p>Audit all SEN ICT and other resources and make list available to all staff.</p> <p>Identify gaps in provision and look at purchasing resources to fill those gaps.</p> <p>Run individual training sessions on use of resources.</p>	<p>Autumn 2018</p> <p>On-going</p> <p>As required</p>	<p>SENCo</p> <p>SENCo ICT Co-ordinator</p> <p>SENCo ICT co-ordinator</p>	Wider use of SEN resources in mainstream classes.
2.6	Ensure all school trips are accessible to all.	<p>Ensure inclusion statement in Educational Visits policy.</p> <p>Develop guidance for staff and parents on making trips accessible. Develop appendix to Ed. Visits Policy</p> <p>Work with parents and trip destination staff to ensure access, and make appropriate plans.</p> <p>Ensure risk assessment includes accessibility issues.</p> <p>When organising a trip the school will take into account accessibility for all children in the group.</p> <p>Alternative arrangements for children who cannot access some aspects of the trip will be made <u>where possible</u>.</p>	<p>Summer 2017</p> <p>Summer 2017</p> <p>On-going By Need</p> <p>On-going By Need</p>	<p>Principal / All Staff</p> <p>Principal</p> <p>Staff organising the Educational Visits</p> <p style="text-align: center;">↓</p>	All children in school able to access all school trips and take part in a range of activities to meet need.
2.7	Review PE Curriculum to make PE accessible to all	<p>Gather information on accessible PE and Disability Sports.</p> <p>Invite disabled sports people in whenever possible.</p> <p>Review PE curriculum to include disability sports where appropriate.</p> <p>Seek advice from PE specialists regarding disabled children.</p>	<p>Spring 2017</p> <p>On-going</p> <p>2016/17</p> <p>By Need</p>	<p>PE Co-ordinator / SENCo</p> <p>GDFT PE Director PE Co-ordinator</p>	All children able to access PE and disabled children are able to excel in sports.

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.8	Raise awareness of disability equality issues and review all curriculum areas to include disability issues.	<p>Ensure a range of disabilities are represented in curriculum resources, displays etc.</p> <p>Ensure disability issues are discussed with the children across the curriculum and in assemblies with specific reference to Queensmead.</p> <p>Promote awareness of disabled achievement and participation in the community e.g. Para Olympics. Seeking opportunities to get people in and/or raise awareness through international/national media.</p>	<p>2016/17</p> <p>On-going</p> <p>Annually</p>	<p>Leaders of Learning SENCo</p> <p>SMSC Leader Deputy Principal PSHE Leader</p> <p>Deputy Principal</p>	<p>Gradual introduction of disability issues into all curriculum areas.</p> <p>Rights Respecting Schools Award achieved.</p> <p>Inclusion Quality Mark achieved.</p>
2.9	Ensure disabled children participate equally in after school and lunch time activities.	<p>Survey participation in clubs at lunch and after school by disabled children.</p> <p>Consult parents of children with disabilities about out of school activities they would like their children to have. Or ways in which their children could access provided activities.</p> <p>Ensure that bodies providing after school activities have an access policy. Ensure effective liaison with providers about pupils with disabilities.</p>	<p>Autumn &amp; Spring term 2017/18</p> <p>Summer 2017</p>	<p>360° Provision Lead</p> <p>360° Provision Lead</p>	<p>Disabled children confident and able to participate equally in out of school activities.</p>
2.10	Ensure all staff have access to disability equality training.	<p>Provide inset training for relevant staff on disability equality. See 2.1 above</p>	<p>See 2.1 above</p>	<p>SENCo</p>	<p>All staff work from a disability equality perspective.</p>

Ref No.	Target	Strategies	Timescale	Responsibilities	Success Criteria
2.11	Develop links with local and GDFT special schools to improve understanding of curriculum.	<p>Organise opportunities for staff to observe their curriculum area at Special schools in the area/trust.</p> <p>Establish links with SEN Director and COPA Special School.</p> <p>Encourage participation of children from special schools in auditing Queensmead facilities.</p>	<p>On-going By Need</p> <p>See 1.1/1.2 above</p>	SENCo Individual Teachers	Increased confidence of staff in developing their curriculum area accessibly.

### 3. Improving the Delivery of Written Information at Queensmead Primary Academy

Ref No	Targets	Strategies	Timescale	Responsibilities	Success Criteria
3.1	Review information to parents / carers to ensure it is accessible.	<p>Ensure academy questionnaire includes questions about access to school information.</p> <p>Ask parents / carers about access needs when child is admitted to school, including EAL.</p> <p>Proof Read all letters home to check for Plain English.</p> <p>Produce newsletter in alternative formats to meet need. Inform parents that other formats are available.</p> <p>Statement on website about accessibility options.</p>	<p>July 2017</p> <p>On-going</p> <p>On-going</p> <p>By Need</p> <p>Autumn 2017</p>	<p>Principal</p> <p>Academy Administrator</p> <p>Principal/Admin</p>	All parents getting information in format that they can access e.g. tape, large print, braille.
3.2	Ensure all staff are aware of guidance on accessible formats	<p>Provide guidance on good practice in writing letters and other documents in accessible formats.</p> <p>Contact the Plain English Society for Guidance.</p>	Autumn 2017	SENCo	Staff to produce routine information to children in more accessible ways.
3.3	Inclusive discussion of access to information in all parent consultations.	Ask parents / carers and children about access to information and preferred formats in all parent consultations.	On-going In Place	SENCo  Parents Evenings	Staff more aware of pupil's preferred methods of communication.
3.4	Ensure academy information materials are accessible.	<p>Seek advice making information accessible.</p> <p>Ensure brochure is in plain English etc. and ensure it explicitly welcomes disabled children and those with SEN.</p> <p>Provide alternative formats for access where needed.</p> <p>Posters for Support in place around academy (Access Support, Family Support, Pupils Support)</p>	<p>Annual Update</p> <p>By need</p> <p>Ongoing</p>	<p>Principal</p> <p>   ANT/LL/KH/LS/GG</p>	Parents / carers feel confident in the information they have about the school.

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<b>Ref No.</b>	<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
3.5	Increase support for parents of children with disabilities.	<p>Produce an accessible SEN leaflet for the school.</p> <p>Routinely distribute information for relevant parent support groups.</p> <p>Establish regular SEN information mornings for parents to meet with SENCO and others.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	SENCo	Increased confidence of parents of disabled children and those with SEN to support their children's education.
3.6	Children become more aware of their learning styles and access needs.	<p>Include access to information in Reflection Time.</p> <p>Encourage pupils to express their access needs and explore learning styles.</p>	On-going	All Teachers	Children able to articulate their access needs and understand their own learning styles.

### **Disability Access Provisions**

All students with Disabilities attending academies sponsored by the Greenwood Academies Trust will be appropriately supported to access the full curriculum offered to all mainstream pupils. The Access Arrangement will be named on the Whole Academy or Individual Provision Map. The following table records the range of support available when needed according to individual needs.

Code	Disability Description/ Problem	Access 1 Parental liaison	Access 2 classroom support	Access 3 curriculum differentiation	Access 4 small group / intervention	Access 5 Visual support systems (eg. visual timetable)	Access 6 Individual workstation	Access 7 coloured overlay/ ruler	Access 8 physical aid	Access 9 digital aids (eg. laptop)	Access 10 Scribe for SATs	Access 11 Reader for SATs	Access 12 transition programme to secondary
AUT	ASD/Asperger's	✓	✓	✓	✓	✓	✓		✓	✓			✓
BEH	Behaviour	✓	✓	✓	✓	✓	✓						✓
COMM	Communication	✓	✓	✓	✓	✓				✓		✓	✓
CON	Consciousness	✓	✓	✓		✓			✓				✓
DDA	Palliative care	✓	✓	✓					appropriate seating etc	✓	✓		✓
EAT	Eating & drinking	✓	✓						Adapted cutlery				
HAND	Motor difficulties	✓	✓	✓	✓		✓		Adapted pencils /pens	✓	✓		✓
HEAR	Hearing	✓	✓	✓		✓			hearing aid/ Soundfield system				✓
INC	Incontinence	✓	✓						spare clothing				
LD	Learning difficulty	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
MED	Medication	✓											
MOB	Mobility	✓	✓	✓					appropriate aids e.g. adapted chair	✓	✓		✓
OTH	Other Disability/ health problem	✓	✓	✓	✓				✓	✓			✓
PC	Personal care	✓	✓						✓				✓

**Disability Access Provisions contd.**

Code	Disability Description/ Problem	Access 13 Breakfast Club	Access 14 staff training	Access 15 1-1 programme	Access 16 External Agency planning/advice	Access17 Breaktime activities/supervision	Access 18 lunch club	Access 19 mealtime support	Access 20 administered meds	Access 21 CBT / counselling	Access 22 extended opportunities	Access 23 Physical Access
AUT	ASD/Asperger's	√	√	√	√	√	√	√	√		√	
BEH	Behaviour	√	√	√	√	√	√	√	√	✓	√	
COM	Communication	√	√	√	√	√	√	√		✓	√	
CON	Consciousness	√	√	√	√	√	√	√	√	✓	√	
DDA	Palliative care	√	√	√	√	√	√	√	√	✓	√	
EAT	Eating & drinking	√	√		√	√		√	√	✓	√	Mealtime adaptations
HAND	Motor difficulties	√	√		√	✓		√		✓	√	
HEAR	Hearing	√	√	√	√	√				✓	√	Visual signals to augment audible signals
INC	Incontinence	√	√		√				√	✓	√	Accessible Toilets
LD	Learning difficulty	√	√	√	√	√	✓	√		✓	√	
MED	Medication	√	√		√	√		√	√		√	
MOB	Mobility	√	√	√	√	√	√	√		✓	√	Ramps, lifts, chair lifts As appropriate
OTH	Other Disability/ health problem	√	√	✓	√	√	√	√	√	✓	√	
PC	Personal care	√	√	√	√	√	√	√			√	Accessible Toilet, Medical Room
VIS	Vision	√	√	√	√	√	√	√		✓	√	Clear routes through school