



ACCESSIBILITY AND DISABILITY EQUALITY POLICY

This is a whole-school policy, within the framework of which the Primary School and the Nursery policies operate as appropriate. This policy covers the three year period 2017-2020.

The Governing Body of Queen Elizabeth's Grammar School (QEGS) believes in providing every opportunity to develop pupils/students', young people's and adults' full potential. All pupils/students, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is the school's aim to reduce and eliminate barriers to the curriculum, promote fuller aspects of school life and the school environment for pupils/students and prospective pupils/students, staff, parents/carers and visitors with a disability.

This policy outlines how the school promotes access for all pupils/students, staff, parents/carers, governors and visitors to the school who have disabilities, with regard to the Equality Act 2010.

The School and Governing Body welcome their duties, as outlined by the Equality Act 2010, to keep under review the school's facilities and operations to ensure that it can provide equality of opportunity for persons with disabilities. This policy also has due regard to the legislation and guidance as referenced in SEND Code of Practice 0-25 (2015).

It is the school's duty to make sure that:

- We do not to treat pupils/students with disabilities less favourably for a reason related to their disability;
- We will make reasonable adjustments for pupils/students with disabilities, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for pupils/students with disabilities.
- We do not discriminate against anyone with protected characteristics as outlined in the Equality Act 2010
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage people with disabilities from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities
- The accessibility action plan is resourced, implemented, reviewed and revised annually.

Definition of disability:

The Equality Act 2010 defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

- 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

It includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision, they will also be covered by the SEND Code of Practice 0-25 2015.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that should be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Details of disability are collected in the following ways:

- Pupils/students – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Head in confidence or as part of job application data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and mental health needs	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive-Compulsive Disorder	

Speech and language and communication needs	Development delay or physical difficulties leading to additional Speech and Language needs	
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In brief, a person has a disability if he/she has a physical or mental impairment that is:

- Substantial
- Long-term and
- Has an adverse effect on his/her ability to carry out normal every day activities

Current provision

Student Identification

The school maintains a Special Educational Needs Register and monitors registers of learning needs and medical needs.

Student needs are identified in the following ways:

- Feeder school records
- Baseline data on entry and at key points throughout their school career
- Achievement and attainment data through the school tracking process
- Information provided by parents/carers
- Medical information
- Teacher monitoring of progress and engagement in the classroom
- Independent assessment of learning difficulties
- External agency input

Access to Premises

The current provision within the school for disability access is:

- Three parking bays for disabled drivers: 1 reserved in Queen’s Wing Car Park, 1 marked in Singleton House car park and one marked in Lammack car park.
- Ground floor toilets for disabled use – Reception, Gym, Lammack Sports Hall (each changing room)
- Ground floor toilets available in Maths, science area (Biology) and main hall (via stair lift)
- Lift in Singleton House for access to upper floor.
- Level access to ground floor of Queen’s Wing and DT to enable access to: Reception, Meeting Room, Medical Room, Big School dining Hall, 5 classrooms and the Technology building;
- Stepped area between Holden and Queen’s Wing now incorporates a smooth gradient for wheelchair access
- Area between Brooklands and Hartley house to be landscaped in October 2018 to allow for better traversal of the site and wheelchair access.

Access to Curriculum

The school is committed to making reasonable adjustments to ensure that delivery and practice are inclusive. All students are entitled to have access to the Curriculum at EYFS, KS1, KS2, KS3, KS4 and KS5 with the curriculum tailored to suit individual need and resources adapted as necessary. Teaching styles and strategies are adapted to cater for student needs.

All students are actively encouraged to participate in extra-curricular activities.

Agreed levels of support are implemented at Support (SEN K) and ECHP (SEN E) levels. Personal Education Plans are completed in consultation with the pupil/student and parents/carers

Special educational needs are a regular focus of staff training to ensure that inclusive practice is at the heart of classroom delivery and school activities.

Details of the school's targeted provision can be found in the SEND Information Report on the school website.

EHCPS (Education, Health and Care Plans) & Personal Budgets

The School recognises that parents/carers of children who have an EHC plan and young people who have such a plan have a right to ask for a particular educational institution to be named in the plan and for a Personal Budget for their support. The School is committed to working collaboratively with parents/carers and young people in the allocation and use of any such budgets. However, the School is under no obligation to employ support providers that parents/carers or young people might indicate as their preferred providers.

Making reasonable adjustments

The school aims to remove any barriers that are found to make life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) The building and grounds:

- Ensuring all major refurbishments to current buildings are compliant with the Equality Act 2010
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need

(b) Learning and teaching:

- The school will review and monitor to ensure any pupils/students with a disability make progress in line with their abilities, then evaluate and adapt school practice accordingly
- Academic progress is monitored and 'value added' considered
- Additional support (small group or 1:1) will be provided where possible
- Individual targets and IEPs ensure aptness of teaching and learning strategies
- Targets will be monitored regularly and progress towards them will be reported to parents/carers regularly
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- Ongoing review of school policies

(c) Communication methods:

- Use of interactive whiteboards
- Use of ICT resources by pupils/students
- Visual timetables for pupils/students
- Newsletters to parents/carers

- Diary and news pages on the school website
- Informal discussions with parents/carers
- Telephone messages and conversations with parents/carers
- Most information is available electronically and can be converted to other appropriate formats

Monitoring and Impact Assessments

The disability register will be updated as and when necessary. The Governing Body will review the Action Plan annually and measure the impact of any changes or initiatives on the quality of school life in its widest sense for any pupils/students on the disability register. A formal review of the plan will take place after three years (July 2020)

Updated by Mr P Waddington and Mrs G Frost: August 2018

Approved by Board of Governors: 24th September 2018

Appendix 1

Queen Elizabeth's Grammar School Accessibility and Disability Equality Plan

Information from pupil/student data and school audit:

Information about the needs of disabled people will be gathered through:

- Pupil/student admission information
- Parent/carer questionnaire
- SIMS data
- SEN reviews/statements
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

Views of those consulted during the development of the plan:

To ensure Queen Elizabeth's Grammar School is a welcoming environment for all, it is recognised how important it is to seek advice from all stakeholders, those consulted in the development of the AAP should include:

- Pupils/students with and without a disability
- Parents/carers of pupils/students who have a disability
- Staff
- Governors
- Members of our community with relevant experience
- External specialist consultants

A full and detailed Accessibility Audit was carried out on 16-17 February 2012 by Direct Access Consultancy Ltd. A copy of this audit is available on request.