



**Queen Elizabeth Junior School
Including EYFS**

ACCESSIBILITY PLAN

3-year period covered by the plan: June 2018 to June 2021

INTRODUCTION

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils covered under Part 4 of the DDA and now the Equality Act 2010.

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils and visitors

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

SECTION 1 - BACKGROUND

1A. Definition of Disability

The DDA describes a disability as a physical or mental impairment which has a substantial and long-term adverse affect upon the ability to carry out normal day to day activities. Impairments include sensory impairments such as those affecting sight or hearing, communication disorders and learning difficulties. People who had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well recognised are included. Many of the children who have Statements of Special Educational Needs fall within the terms of the DDA and the definition also includes other children who do not have statements.

1B. Queen Elizabeth Junior School's Vision and Values

Queen Elizabeth Junior School endeavours to ensure that all its pupils and potential pupils who meet the schools' academic entrance criteria are able to derive benefit from the full academic and extra curricular programmes of the schools.

If the disabled pupil meets the admission's criteria then the School will need to consider whether it is able to adequately meet and cater for the pupil's needs, taking into account the requirement to make reasonable adjustments. If the reasonable adjustments are not able to meet the pupil's needs then it is lawful not to admit the pupil. The School is permitted to make entrance of a disabled pupil conditional upon receiving additional support with a charge made to the parents over and above the normal school fees. This must be made clear to the parents at the outset.

Many reasonable adjustments are already met within the School with some auxiliary aids such as overlays and pen grips. From September 2012 provision for auxiliary aids and services become the responsibility of the school. Should the aid be part of a pupil's lifestyle, and not solely used in school, it would be deemed reasonable to share the cost with parents.

Staff should seek to create an educational partnership with pupils and their parents. They should support all pupils in their learning, remove any barriers to that learning and avoid anything that would deprive or exclude a pupil from an activity.

QEGS Junior School – Curriculum

This Accessibility Plan aims to build upon the initiatives and outcomes of the previous Accessibility Plan:

Review Accessibility Plan 2015-2018

Improve identification of pupils with barriers to learning within the school including EYFS	✓
Pupils within school including EYFS experiencing learning difficulties are identified as early as possible and a programme put into place	✓
Pupils who have been identified as SEND are closely monitored to track progress.	✓
Continue to develop a range of learning resources that are accessible for pupils with different disabilities including EYFS	✓
Teachers and other staff to develop their knowledge of different styles of teaching and learning and to develop skills to deal with pupils with specific disabilities	✓

Accessibility Policy

SECTION 2 - MAIN PRIORITIES IN THE SCHOOL PLAN CH/JUNIORS 2018-2021

2A. Increasing the extent to which disabled pupils can participate in the school curriculum :

TARGET	ACTION	TIMEFRAME	OUTCOMES
Improve identification of pupils with barriers to learning within the school including EYFS	Consult with Head of Learning Support, Head of EYFS, Subject coordinators and subject Teachers to gain accurate assessments and feedback on individual pupils.	Ongoing	Staff to be aware of specific barriers to learning for individual pupils via IEPs, INSET training, meetings and feedback from assessments
Pupils within school including EYFS	The Graduated Approach (SEND	Ongoing	Staff inset delivered and the approach embedded.

experiencing learning difficulties are identified as early as possible and a programme put into place	Code of Practice 2014) operating in all schools which will lead to early identification of SEND. As part of the graduated approach a short Intervention programme may be put into place which will be closely monitored for successful outcomes. See Flow chart SEND Policy May 2018		Parents contacted and involved as soon as possible in the Identification process and the assessment process. (Refer to SEN/LS Policy)
Ensure full access to assessments	Pupils who have a standardised score of 84 or below in a test of speed – processing, working memory, writing, reading are given extra time in assessments.	2018-19	Pupil with difficulties in a speed of operation are allowed extra time to alleviate the possibility of being at a substantial disadvantage to their peers.
Wider use of LS resources in classrooms.	Introduction of visualisers in classrooms	2018-19	Pupil's work and teacher demonstrations able to be shared more effectively with whole class or individual pupils.
Curriculum information shared more easily with children and parents.	Firefly programme introduced to pupils as a resource to support their learning.	2018-19	Pupils able to access resources pertinent to their curriculum studies both at school and home.
Pupils taking the Structured Literacy Programme become more automatic with their sounds thus reducing the memory load when writing.	Parents given training to be able to correctly deliver this skill at home.	2018-19	Pupils achieve automaticity in phoneme/grapheme correspondence.
Introduction of Reciprocal reading strategy to all staff as a strategy for use within the classroom.	Inset for whole Junior and CH teaching staff and teaching assistants.	2018-19	Pupils more involved with interrogating text therefore improving their prediction and inference skills.
Parental meetings to discuss IEPs for transfer to either Junior School or Senior School.	Parents involved in reviewing IEPs at transfer points	2018-19	Parents are able to share their knowledge about their child in terms of strengths, weaknesses and aspirations in preparation for transfer

			which can then be shared with staff at transition school.
Ensure expertise in supporting pupils and Parents with EAL.	Training for LS staff on EAL strategies for EYFS and KS1	2018-19	Knowledge of identification strategies and support strategies in order to bridge the gap in language knowledge.
Training in social stories and ASD	Training for staff in CH and Junior school on Social Stories. Separate training sessions for Pastoral Leaders.	2019-20	Pastoral Leaders able to write and use social stories when appropriate. Staff understand and support social stories.
Inset session on ASD. Social skills, lego therapy.	To increase staff awareness of a pupil with an ASD profile	2019-20	Staff develop effective strategies for teaching and pastoral care of pupils with ASD
Online training for Dyslexia, Dyspraxia, Dyscalculia ,ASD, ADHD, Hearing impairment, Visual impairment.	All staff to complete an online training course in at least one area.	2019-20	To enhance staff knowledge of teaching pupils with SPLD
Pupils with physical needs or co-ordination issues EYFS and KS1	Milestones tracking system for co-ordination.	2019-20	Pupils with co-ordination difficulties have core skills to develop and track either via PE lessons or shared with parents to practise at home.
To ensure that current pupil profile information is transferred and made available to all staff and updated as necessary on SIMs	All pupil profiles updated efficiently when new information available from either staff, pupil or parents, assessments and available on SIMS- password protected . (GDPR)	2019-20	Staff are able to access current information on a pupil in their subject.
To ensure that reasonable adjustments are put into place when managing behaviour of pupils with SEND or LS	Set up a regular meeting time with Pastoral staff to discuss potential issues.	2020-21	Pupils with SEND/LS and also behavioural difficulties are given strategies and targets which are achievable.
Online training for Dyslexia, Dyspraxia, Dyscalculia, ASD, ADHD, Hearing impairment, Visual	All staff to complete an online training course in a different area from that chosen in 2019	2020	To enhance staff knowledge of teaching pupils with SPLD

impairment.			
Pastoral To ensure that reasonable adjustments are put into place to manage the behaviour of pupils with SEND or pupils with specific behaviour needs.	<ul style="list-style-type: none"> - Meetings with Pastoral Staff to discuss pupil's needs. - Extra Support from Form teachers and Pastoral Leader. - Individual Behaviour Plans developed around specific needs of individuals. - Where appropriate bringing in outside agencies to help develop appropriate behavioural strategies for pupils. 	2018-2021	Pupils with SEND or specific behaviour needs are able to work effectively with the pastoral system within school.

2B. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Review Accessibility Plan 2015-2018

Continue to ensure all fire procedures take account of the needs of pupils and visitors with disabilities	✓
All specific classroom and common area refurbishments take account of needs of disabled pupils and visitors	✓
Ensure there are adequate toilet and changing room facilities suitable for disabled pupils and visitors	✓
Ensure appropriate access and facilities are included in any major new or refurbished buildings	✓

TARGET	ACTION	TIMEFRAME	OUTCOMES
Continue to ensure all fire procedures take account of the needs of pupils and visitors with disabilities	Estates Manager, Health, Safety and Compliance Manager, School Heads, Head of Learning Support, other SLT as appropriate and the Foundation Health and Safety Consultant to examine all the current procedures and risk assessments to ensure the needs of existing and	Each September for new intake of pupils or if a known disabled pupil starts	Maintain the safety of disabled pupils at school and ensure there is a recognised set of procedures to meet their needs From 2011, Personal Emergency Evacuation Plans (PEEPs) have been provided for disabled students (included in the

	future disabled students have been identified.		Fire Safety Policy)
Ensure where possible and reasonable that physically disabled pupils and visitors can negotiate steps around the CH and Junior sites, especially school entry points, corridors and teaching areas.	Provide ramp access and lifts (new build projects). If this is not possible then ensure hand rails are installed on steps and stair cases. Stair nosings clearly identified on all external fire escapes.	New build projects as appropriate	Disabled pupils and visitors can move as freely as possible around the CH and Junior sites
All specific classroom and common area refurbishments take account of needs of disabled pupils and visitors	During upcoming and future refurbishments, all aspects that would impact a disabled pupil are reviewed – location of whiteboards, location of door handles, positioning of safety signs, colour schemes, use of window blinds	2018-2021	More recent legislative changes in respect of design are incorporated to allow disabled pupils to enhance their learning and be more comfortable in school
Ensure there are adequate toilet and changing room facilities suitable for disabled pupils and visitors	New disabled toilet facility installed in 1891 Block pupil toilets	Aug 2018	New disabled toilet facility for staff and visitors in QE hall
Ensure appropriate access and facilities are included in any major new or refurbished buildings	Consideration to be given to the redevelopment of the Clayton Hospital site to fully ensure that it is fully compliant with the Equality Act.2010	2018-2021	As per Architects brief
Ensure suitable parking is provided for wheelchair users	Consideration to be given to a suitable location for disabled parking. School to advise.	2018-19	Disabled parking on school site close to entrance.

2C. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

Review Accessibility Plan 2015-2018

Make information available more accessible to pupils with disabilities	✓
Make information available to parents of pupils with a disability or parents with a disability themselves	✓

A coordinated system of information about pupils which contains information on the whole child including SEN/LS through all schools in the Foundation	✓
Improve communication and interaction/Cognition and learning/social and emotional mental health/sensory or physical needs for pupils in the Foundation with particular emphasis on EYFS. (SEND Code of Practice 2014)	✓

TARGET	ACTION	TIMEFRAME	OUTCOMES
Make information available more accessible to pupils with disabilities	SLT to liaise with the Head of Learning Support to advise the most appropriate method of delivering information to particular pupils [depending on age] e.g. pupils with Asperger syndrome or autism, pupils with dyslexia/dyspraxia, pupils who are visually impaired or with impaired hearing	2018	Pupils with disabilities have equal access to information. The school is able to respond quickly to requests for information in alternative formats Pupils now have remote access to the portal. A folder on the staff drive in all school with information about the different disabilities. Inset given to all staff on 'Hidden Disabilities' Enlarged scripts available for pupils with visual difficulties. Enlarged text books available in some subjects via RNIB Information on all staff room notice boards.
Improve the delivery of information in writing in an appropriate format for pupils with a visual impairment.	Provide suitably enlarged, clear print and use matt laminate for pupils with a visual impairment.	2018-2019	Pupils with visual impairment have better access to information.
Ensure all staff are aware of guidance on accessibility formats.	Invite staff from Visual Impairment and Hearing Impairment teams in to school to give advice to staff on possible formats.	2018-2019	Staff more familiar and confident in producing information for pupils with VI or HI difficulties.
Remote Portal	Firefly available as a Pupil Portal	2019	Pupils able to access online work and information from home or remote settings.
Firefly Pupils			
Firefly Parents	Parent portal	2019-2020	Parents able to access and have an over view of pupil work and information.
A coordinated system of information about pupils which contain information on the whole child including	Information entered on SIMS with details pertinent to SEND/LS pupils	2019-2020	Staff have information about the pupil from the entry point to leaving. This gives a comprehensive

SEN/LS. This can be tracked through school from EYFS-GCE.			overview of 'the pupil'.
Improve communication and interaction/Cognition and learning/social and emotional mental health/sensory or physical needs for pupils with SEND with particular emphasis on EYFS but also available in KS1 (SEND Code of Practice 2014)	<p>Communication and Interaction – Staff and TA training given and updated. Continue to train staff and provide resources for pupils with speech and language difficulties</p>	2019- 2020	Inset given from external specialists to all staff. SLT practitioner available for advice. SLT specialist deliver Inset to Parents of EYFS and KS1 pupils.
	<p>Cognition and Learning – Staff training to demonstrate and promote understanding and recognition of difficulties which pupils may be experiencing in their learning. Staff to develop resources to try to remediate any difficulties both in school and at home with parents.</p>	2018-19-20	Training delivered on interventions that will assist pupils to succeed. Inset given on 'Bag of Tricks' and resources in CH and Junior schools. Teachers now have a bank of resources to use both at school and with parents and pupils as part of The Graduated Approach. (SEND Code of Practice 2014)
	<p>Social Emotional and mental Health Information and advice is available for parents and pupils via external agencies.</p>		Counsellor available for pupils within the school setting. Educational Psychologist is available to give advice , complete assessments and recommendations for pupils with these difficulties. Suitable,age appropriate information is delivered during PHSE/Circle time
<p>Sensory or physical needs. Pupils with sensory or physical needs will have access to all school information.</p>		Pupils with sensory or physical needs will have access to information through ebulletins, Firefly,Google Docs, text to speech software,speech to text software.	

To make school website more accessible to those who are visually impaired or have difficulty reading English.	Web designers and ICT support implement facilities to improve access to school website.	2018-2021	Pupils and parents/carers with difficulties with vision, hearing or English have full access to school website.
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SECTION 3 - MAKING IT HAPPEN

3A. Management, Co-ordination and Implementation

In 2018 each school within the Foundation became responsible for their own Accessibility Policy.

Over the duration of this plan, there will be consultation with all members of the school community with the aim of using their feedback to inform future plans.

In January 2018 the Foundation acquired the Clayton Hospital site, located between the QEGS and WGHS sites. This project will enable a step change in the disability access arrangements for pupils and visitors, with purpose built buildings and sports facilities. The plans will ensure that the site is fully DDA compliant and address the needs of students with a range of disabilities and special needs. This project will include sports facilities and a swimming pool and it is expected that these will have disabled access and therefore be available for external use by swimmers with disabilities. The planned boulevard through the site will create improved safer access between QEGS and WGHS for those with a physical disability

This plan forms part of Queen Elizabeth Junior Schools Policies and Procedures and should be read in conjunction with individual school policies such as Admissions, Child Protection, Anti-Bullying, Behaviour and Discipline, Equal Opportunities, SEND/Learning Support, PSHE, Curriculum. All policies are available from the Head of Queen Elizabeth Junior School.

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for ongoing period and resources will be planned for accordingly.

3B. Getting Hold of the School's Plan

This plan is available to parents on the website and/or on request from the Junior School office.

The plan will be available to staff on the staff shared drive or can be obtained from the Head, or a member of the SLT .

Review History

Disability Access Plan written	September 2009
Reviewed	August 2011
Reviewed and updated (LP)	September 2012
Reviewed and updated (SM/VD)	December 2012
Reviewed and updated (LP)	September 2013
Reviewed and updated (LP)	June 2015
Amended (SMM)	November 2015
Rewritten for Junior School (SMM)	June 2018