QRA Accessibility Plan 2025-2028

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Version Number	Version Description	Date of Revision
1	Original	Sept 2023
2	Rebranded	July 2024
3	Reviewed	July 2025
4	Reviewed	Sept 2026

QRA Accessibility Policy

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Queens Road Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Queens Road Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

• Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

• Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Queens Road Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. 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 the ongoing period.

The Accessibility Plan will be published on the school website.

1 Aim and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information

Our objectives are detailed in the Action Plan below

2 Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability through Early Help Assessment and by information collection at the start of each year or when a new pupil joins the school.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. Disabled pupils can access all areas of the school. Information in Braille is on all doors across school.

Curriculum

Queens Road Academy are aware there are areas of the curriculum to which disabled pupils have limited access where provision needs to be adapted. Other issues affect the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

3 Access Audit

The school is a single storey building with wide corridors and several access points from outside. The school has wide door access to all rooms.

On-site car parking for staff and visitor includes three dedicated disabled parking bays. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception desk, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the entrance. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. There are also emergency call points in case of fire.

5 Management, Coordination and Implementation

We will consult with experts when new situations regarding pupils with disabilities arise. We work closely with agencies to ensure we are able to provide the appropriate access prior to a pupil commencing at Queens Road Academy. This is primarily done through multi-agency planning and Early Help Assessment.

6 Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To Liaise with Nursery providers and Health Visitors to review potential intakes.	To identify pupils who may need additional to or different provision.	Prior to intake	SENDCo EYFS Lead	Procedures/equipment in place by intake
	To review statutory policies to ensure that they reflect inclusive practice and procedures	To comply with Equality Act 2010	Ongoing	HT SLT	All polices clearly reflect inclusive practice and procedure
	To continue close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	SENDCo All teachers	Clear collaborative working approach through Early Help Assessment and multiagency approaches
	To continue close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy, or mobility issues.	To ensure collaboration between all key personnel and use of Individual Health Plan.	Ongoing	SENDCo Support Staff Outside agencies	Clear collaborative working approach through Early Help Assessment and multiagency approaches
	To ensure full access to the curriculum for all children.	A differentiated curriculum with alternatives offered.	Ongoing	SENDCo All Teachers All support staff	Advice taken and strategies evident in classroom practice.

		The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects A range of support staff Multimedia activities to support most curriculum areas Use of interactive ICT equipment Specific equipment sourced from occupational therapy			All children supported and accessing curriculum.

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
Medium Term	To review attainment of all SEN pupils.	Class pupil progress meetings / SENDCo pupil progress meetings Teacher / Parent review meetings Regular liaison with parents	At least termly	Teachers SENDCO	Progress made towards Support Plan Targets. Provision mapping shows clear steps and progress made
	To monitor attainment of Greater depth pupils	Greater depth list to be updated. Greater depth booster groups/activities Monitor greater depth list	Ongoing	Class teachers	Able greater depth children making proportionate progress. Achieving above average results
	To promote the involvement of disabled students in classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) Wheelchair access	Ongoing	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms.

	To take account of variety of learning styles when teaching	Features such as sticky keys and filter keys to aid disabled users in using a keyboard Elklan training for relevant staff Giving alternatives to enable disabled pupils to participate successfully in lessons Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.			Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
Long Term	To evaluate and review the above short and long term targets annually	See above	Annually	HT SLT SENCo Curriculum teams Governors	All children making good or better progress.
	To deliver findings to the Local committee	Local Committee Actions	Annual termly meetings with SEND Local committee member	SENDCo SLT SEND Governor	Local committee members fully informed about SEND provision and progress

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

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT Teachers	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Lively displays in classrooms and inviting role play areas.	Ongoing	Teachers Support Staff SLT	Lively and inviting environment maintained.
	Ensuring all with a disability can be involved in school life.	Create Health Care Plans for individual disabled children • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the scho • Include questions in the confident pupil information questionnaire abo parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	SLT SENDCo Support Staff	Enabling needs to b met where possible.
	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
Short Term	Ensuring disabled parents have every opportu to be involved in school life	Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Medium Term	To improve community links	School to continue to have strong links with schools and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities of the wider community and their needs Improved community cohesion

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
Long Term	Continue to develop playgrounds and facilities.	Peer Mentors and Sports Leaders to be fully operational Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week/ road safety days Bikeability for identified year groups	Ongoing	SLT Learning Mentor PD&RSE & PE Curriculum Team	No accidents
	To gain accreditation of Enhanced Healthy Schools award	Continue to work towards Healthy Schools targets Introduced Healthy Schools Week	Ongoing	PD&RSE Team Whole school approach	All children aware of the importance of being healthy

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure all children and Parents with disabilities receive and understand information	Regular communication with parents Interpreter provided for parents' eve/annual reviews Individualised multi-sensory teaching strategies	Ongoing	Whole School Approach	Two way communication in place.
	To enable improved access to written information for pupils, parents and visitors.	Investigate symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all	Ongoing	SLT SENDCo Teachers Support Staff	All stakeholders have access to written communication

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
Medium Term	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. • Records passed up to each class teacher. • Transition meetings • Annual reviews • ISP meetings • Medical forms updated annually for all children • Individual health plans • Significant health problems – children's photos displayed on staffroom notice board	Ongoing	SLT SENDCo Class Teachers Support Staff	Each teacher/staff member aware of disabilities of children their classes

Long Term	In school record system to be reviewed and impro where necessary. (Records on Arbor/ network/ protected)	Record keeping system be reviewed.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school.