

ACCESSIBILITY POLICY

The Governing Body of Queen Elizabeth's Grammar School (QEGS) believes in providing every opportunity to develop pupils' young people and adults' full potential. All pupils, 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, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

It is the intent of this policy to outline how the school can promote disability access for all disabled pupils, staff, parents, governors and visitors to the school. The school also recognises that it has a duty to publish its Accessibility Action Plan which explains what it is doing now, and what it plans to do over the next three years.

Definitions of disability:

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

A fuller set of definitions can be found at Annex A and the school's disability register can be found at Annex B.

Background:

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of the Governing Body of Queen Elizabeth's Grammar School to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is the school's duty to make sure that:

- We do not to treat disabled pupils less favourably for a reason related to their disability;
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils.
- We do not discriminate against anyone as explained in the DDA, 1995
- 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 disabled people 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.

Purpose and direction of the school's plan:

Queen Elizabeth's Grammar School's Accessibility Action Plan (AAP) aims to demonstrate how the school intends to meet its moral and legal duty to promote disability access for disabled pupils, staff, parents and visitors.

Information from pupil data and school audit:

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

- Pupil admission information
- Parental 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 with and without a disability
- Parents of pupils who have a disability
- Staff
- Governors
- Members of our community with relevant experience
- External specialist consultants

At the time of writing, there are no pupils or staff with a disability at QEGS.

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 DDA compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need

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.



(b) Learning and teaching:

- The school will review and monitor to ensure any disabled pupils 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
- Targets and progress towards them will be reported to parents regularly
- Ongoing review of school policies

(c) Communication methods:

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Newsletters to parents
- Diary and news pages on the school website
- Informal discussions with parents
- Telephone messages and conversations with parents
- 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 on the disability register. A formal review of the plan will take place after three years (July 2017)

ANNEX A

Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

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 has to 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

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – 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 Headmaster 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 behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

Dated July 2014

