



Queen Elizabeth High School

Accessability Plan

Ysgol Uwchradd Y Frenhines Elisabeth

Moving Forward Together

Finance and General Purpose Committee

Date established by Governing Body: 26th May 2021

Responsible Person — Mr N Cooke

Designated role — Business Manager

Chair of Governors signature — Helen Starkey

Next Review - Summer Term 2022



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Policy Version Control

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Introduction/Aim of the plan

This accessibility plan is drawn up in compliance with current legislation¹ and requirements. School governors are accountable for ensuring the implementation, review and reporting of progress of the accessibility plan over a prescribed period. This accessibility plan is structured to complement and support the school's equality objectives, and will similarly be published on the school website².

Key objective of the plan

The purpose of the accessibility plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability. The plan is developed around three planning duties - improving access to the curriculum, improving the physical environment and improving communications. The plan also takes account of the need to involve pupils in making decisions which are likely to affect them.

Equality Act 2010 statement

It is against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- · €direct discrimination, for example refusing admission to a student because of disability
- · €indirect discrimination, for example only providing application forms in one format that may not be accessible
- · €discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- · €harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- · €victimisation, for example suspending a disabled student because they've complained about harassment

Reasonable adjustments

Schools and local authorities have a duty to provide reasonable adjustments for disabled pupils. This duty requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school and enjoy the other benefits, facilities and services which the school provides. Guidance for the practical implementation of this in schools can be found on the Equality and Human Rights Commission web site.³

Definition of a disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

¹ 2010 Equality Act – Schedule 10, Section 88

² [The Children's Commissioner for Wales](#) states School accessibility plans should also be made available online.

³ https://www.equalityhumanrights.com/sites/default/files/what_equality_law_means_for_you_as_an_education_provider_in_wales_schools.pdf

General provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities; children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, digital microphones or individual support is provided.

Classrooms are organised and set out in order to ensure that pupils can move easily about the room and so that class activities are fully inclusive.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled persons in their admissions and exclusions and provision of education and associated services
- Not to treat disabled persons less favourably
- To take reasonable steps to avoid putting disabled persons at a substantial disadvantage
- To publish an accessibility plan

Our setting -

- Recognises and values the young person's knowledge/parents' knowledge of their child's disability
- Recognises the effect of their disability has on his/her ability to carry out activities
- Respects the parents' and child's right to confidentiality

Access to the curriculum

- The school employs when required, additional Teaching Assistants for children with disabilities.
- Provision and use of tools in design technology or cooking lessons.
- Planning trips and visits; PE and lunchtime arrangements.
- Every classroom has access to a wheelchair adapted study table
- Staff training review and provision – what training is provided to all staff and what to specific staff working closely with pupils with needs

Building access

All doorways sufficient width for passage of wheelchairs; potential barriers identified and alternative routes adopted where appropriate. Our main corridor offers pathway aides for those that are partially sighted.

Ramps are located in appropriate areas to gain access to the school building including access to the back of the stage area externally and internally a lift is available for use.

There are 3 lifts at the school that give access to all floors of the site.

Our PE provision is on one level and pupils gain the access of CCC Leisure Centre via the school area and the school has use of lift provision to gain access to the Hairdressing Salon.

As a school we have dropped pavements externally on site to support wheelchair access around the whole of the school campus.

Disabled Toilets are located on each floor of the school.

Designated Disabled Parking bays are available in front of the school reception.

Our Inclusion Centre (Canolfan Elfed) is adapted for all pupils with ALN including complex needs.

Communication and access to school information

Provision of hearing loops to certain areas, the school is acoustically friendly; provision of information, including newsletters in alternative formats, liaison with families and support workers prior to joining the school and before transition between year groups. Identification and notification of specific pupil needs to relevant staff.

Pupil engagement and consultation

The school council are consulted on any changes around the school and are actively encouraged to raise any matters from their peers in all matters.

Financial Planning and control

The Headteacher, SLT and the General Purpose and Finance Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Future development and action plan

Curriculum and extra-curricular access -

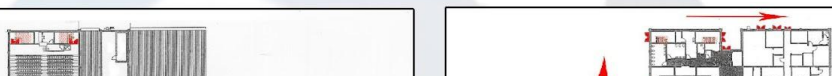
Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator
Support for pupils	Termly	Review TA support.	LT/VB	LJ
Trips and visits inclusion	Termly	Monitor EVOLVE applications	LT/VB	MNT/NC/SC

Building Access (Physical Environment) -

Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator
School access	Termly	Undertake Accessibility Audit of school premises (Appendix 1)	NC/HD	NC

Communication and access to school information -

Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator
School events/ newsletters		Ascertain the need among parents/carers whether information is required in alternative formats	NC/DWR	NC
		Develop staff and pupil skills to ensure website contains relevant information and newsletters		
Annual report to parents		Ascertain the need among parents/carers whether information is required in alternative formats	NC/DWR	NC
		Develop staff and pupil skills to ensure website contains relevant information and newsletters		



APPENDIX 1: Accessibility Audit

Item	Issue	Green	Amber	Red	Action Plan	Cost
1	Is furniture and equipment selected, adjusted and located appropriately?					
2	Are pathways and routes logical and well signed?					
3	Do you have emergency and evacuation procedures for specific students with a disability?					
4	Is appropriate furniture and equipment provided to meet the needs of individual students?					
5	Do furniture layouts allow easy movement for students with disabilities?					
6	Are Car Park spaces reserved for disabled people near the main entrance?					
7	Are there barriers to easy movement around the site?					
8	Are steps needed for access to the main entrance?					
9	Do all those steps have a contrasting colour edge?					
10	If there are steps, is a ramp provided to access the main entrance?					
11	Is it possible for a wheelchair user to get through the principal door unaided?					
12	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?					
13	Do all internal doors allow wheelchair access unaided?					
14	Do all corridors have a wheelchair accessible toilet?					
15	If site is on more than one level, do the internal steps/stairs have contrast colour edge?					
16	Is there a continuous handrail on each internal stair flight and landing?					
17	Does the site have lifts that can be used by wheelchair users?					
18	Do you have any sort of mechanical means provided to move between floors? If yes, please state					
19	Is it possible for a wheelchair user to use all fire exits from areas to which they have access?					
20	Are non-visual guides used to assist people using the site?					
21	Could any of the décor be confusing or disorientating for students with disabilities?					
22	Is a hearing loop available (either fixed or portable) in the school?					
23	Do emergency alarm systems cater for those with hearing impairment? (eg flashing light)					