



Queen  
Elizabeth's  
— ACADEMY —

# Appendix to Accessibility Policy September 2021

*Office use*

<b>Published:</b> September 2021	<b>Next review:</b> September 2022	<b>Statutory/non:</b> Statutory	<b>Lead:</b> JDG
<b>Associated documents:</b>			
SEND policy		The Equality Act 2010	
<b>Links to:</b>			
<a href="https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Accessibility.pdf">https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Accessibility.pdf</a>			

**Key Contacts**

Role	Name	Contact details
Chair of Govs	C Elgenia	01623 623559
Academy Principal	K Willmot	01623 623559 <a href="mailto:kwillmot@queenelizabeths-ac.org.uk">kwillmot@queenelizabeths-ac.org.uk</a>
Vice Principal	D Percival	01623 623559 <a href="mailto:dpercival@queenelizabeths-ac.org.uk">dpercival@queenelizabeths-ac.org.uk</a>
Academy Business Manager	T Piper	01623 623559 <a href="mailto:tpiper@queenelizabeths-ac.org.uk">tpiper@queenelizabeths-ac.org.uk</a>
SENCo	J Dunning	01623 623559 <a href="mailto:jdunning@queenelizabeths-ac.org.uk">jdunning@queenelizabeths-ac.org.uk</a>

## Context of the Academy.

### Learning and Loving Together Forever.

Inspired by Luke 10:29 – 37 we give our all to all in appreciation to God who gave his all in Jesus, offering learning without boundaries and care without limits so that all our students can experience life in all its fullness.

These protocols will ensure that our students receive the support, both from within school and outside of school, that they rightly deserve. Allowing our students to flourish, be safe, and be respected in a secure and nurturing environment that promotes togetherness, truthfulness and empathy.

We commit to providing the same high standard of curriculum and pastoral care for all students, ensuring that we remove potential barriers to learning and provide inclusive practices for all. Thorough consideration is given to meeting the needs and requirements of all students.

The academy follows the requirements of the trust Accessibility policy and readers should refer to that document for full details and information.

Curriculum Access	Targets	Strategies	Outcome	Time frame	Goals achieved
Medium Term	<p>All staff have an understanding of needs of all SEND students.</p> <p>All curriculum areas consider their practice in light of current legislation and developments</p> <p>To ensure all students have appropriate equipment in place to enable them to engage with a broad</p>	<p>Link with academy &amp; faculty focus upon teaching &amp; learning. At least one INSET training to focus upon inclusive practice each academic year.</p> <p>T.A's are constantly updating their own training and sharing and disseminating good practice.</p>	<p>Staff are more aware of the ways in which they can make the curriculum more accessible to students with specific needs.</p> <p>Strategic planning continued at faculty level.</p> <p>All stakeholders have an active part in Academy improvements.</p>	<p>SEND meetings at the end of the year to discuss present and future training required.</p> <p>INSET's planned with SLT.</p> <p>Curriculum access is managed in a timely fashion or when there is a change of circumstances.</p> <p>E.g New legislation.</p>	<p>All students have equal access to a broad, balanced Curriculum.</p> <p>The academy community values diversity.</p> <p>Raised awareness of the collective responsibility towards inclusion.</p>

	<p>and balanced curriculum</p> <p>Ensure all exam arrangements are in place for all students with identified needs. This includes laptops who need it in lessons and exams. Coloured overlays provided to students with specific needs – Dyslexia. Differentiated work is available from all subject areas.</p> <p>Regular clear and relevant information to parents in home language if required</p> <p>A structured and dedicated Y6/7 transition programme for vulnerable students to enable smooth transition and identify needs.</p> <p>Specialist advice and guidance to support Y9/Y10 and post 16 transition to enable meet or exceed student potential and</p>	<p>SEND team meet with transition students in year 6 at Queen Elizabeth’s who will need extra support and help with smooth transition. To also be aware of any issues that may arise from tours around school and to rectify them. E.g Visual impaired students and steps which need to be painted.</p> <p>Continue with training of whole academy staff.</p> <p>To meet regularly with students, parents and outside agencies to plan access improvements.</p> <p>S. Bingham to liaise with SENCO on list of students needed to assess for special consideration.</p> <p>SEND team to gather evidence from all faculties to ensure arrangements are met. TA’s store all available resources in lockable cabinet, laptop trolleys</p>	<p>All students are to achieve full potential and comprehensive support structures are in place, either in school, alternative provision or at home.</p> <p>All students to have clear and smooth transition from primary through secondary and onto chosen careers and training post 16.</p>	<p>A new student arrives with complex needs</p> <p>Inspection of laptop trolleys, IPAD’s and software which is appropriate after using resources.</p> <p>Students can work to their potential without any barriers to learning</p> <p>EAL students are informed in a timely manner. Yr 6 EAL students are invited in to attend open days and parents contacted using home language as and when required.</p> <p>Annual meeting at primary schools to discuss SEND needs and also arrangement of visits.</p> <p>Annual meeting with parents and students to discuss future options at both year9 and post 16.</p>	<p>Raised awareness of exam access arrangements. Students access all lessons using resources available.</p> <p>Resources are up to date and in good condition.</p> <p>Template home language letters are devised and altered if necessary.</p> <p>SENCO going to primary schools. Attending family SENCO meetings to learn about future SEND students.</p> <p>Students now have a detailed alternative curriculum at closer links with post 16 colleges.</p>
--	---	---	---	--	--

	<p>achieve chosen career path.</p> <p>To make sure all home schooled students are supported and have no barriers to their learning.</p>	<p>and IPAd charging trolley to use when necessary.</p> <p>Literacy coordinator to liaise with EAL students and parents to enable full access and requirements of the school</p> <p>SENCO will liaise with primary SENCO's and visit feeder schools to discuss future SEND students. Feeder open days are attended by SEND students and given bespoke timetable if needed.</p> <p>SENCO to meet with student, parents and SLT to discuss bespoke curriculum. SENCO to visit post 16 centres to gain information on courses and offer assistance to parents and students of SEND.</p> <p>SENCO meet with external agencies, family SENCO and parents to discuss support</p>			
--	---	--	--	--	--

		and where it is needed.			
Short term	<p>To ensure all student needs are disseminated to staff for access to the mainstream class. To ensure timetabling and classroom allocation takes into account reasonable adjustments.</p> <p>To make sure specific targets are given to students that are achievable, realistic and aspirational. These targets are also monitored to reflect up to date progress and intervention available furthering progress.</p>	<p>SEND faculty area (intranet), EHC Plan, update all TAs and relevant staff. Student voice, parent voice to both help with future day to day management of SEND student and to help with their needs.</p> <p>All budgetary allocations are fully used and appropriate SEN support given to each HLN, AFN and EHCP student.</p> <p>Tracking data used as per school regulations and up dated as required by school regulations.</p>	<p>All students accessing a broad and balanced curriculum</p> <p>All students know where they are and how they can improve.</p>	<p>SEND meetings to feedback monitoring of SEND students and SENCO to liaise with HOF's if required – Differentiation, Physical environment, correct qualification for student.</p> <p>SENCO to apply for bids where appropriate to aid accessibility further.</p>	Students are reaching or exceeding their academic potential

Physical access in and around school	Targets	Strategies	Outcome	Time frame	Goals achieved
Medium term	<p>To ensure any physical adaptations required are completed in curriculum areas. E.g. Adjustable work station</p> <p>SEMH students with anxiety can access the curriculum and examinations</p>	<p>Check facilities of existing areas and add to development plan if required.</p> <p>Supply and fix noise reduction tiles. SEND register to note</p>	<p>All students with physical needs can access all of the curriculum</p> <p>Anxiety is reduced thereby</p>	<p>Annually or when students arrive with physical needs throughout the year.</p> <p>Students are asked to produce</p>	<p>All curriculum areas and qualifications therein are fully accessible.</p> <p>All students are able to access examinations.</p>

		any anxious students and contact parents about requirements for access to a more appropriate room when undertaking examinations.	improving chances of attainment and contentment when accessing school lessons.	evidence prior to examinations.	
Short term	<p>To ensure that SEND students with physical or emotional needs are seated in the correct part of the classroom, and help improve full participation of lessons.</p> <p>To ensure that the main academy is accessible to disabled visitor/stakeholders.</p> <p>To ensure Emergency Evacuation Plan includes provision for physically impaired persons in any upper corridors.</p> <p>To ensure all interventions, extra-curricular clubs, trips and expert speaker talks are successfully organised to encompass the whole of the cohort, year group or school.</p>	<p>Staff to have seating plans with full explanation of need to help plan.</p> <p>To keep the disabled lift in working order.</p> <p>To ensure at least one parking space near the main entrance for disabled visitors.</p> <p>Meetings held with parents, students and agencies to assess and evaluate evacuation procedures</p> <p>Calendar for school year is given out to SEND staff to investigate any problem areas and how they can be resolved. Trips are planned with appropriate risk assessment and measures to overcome barriers.</p>	<p>All visitors can access the main reception area of academy from the front and feel welcomed.</p> <p>Evacuation Plan includes reference to provision for physically impaired persons. Instructions clearly displayed &amp; any necessary training Undertaken</p> <p>All students are able to access any extra-curricular event or intervention that is required of them</p>	<p>Annual contract with lift engineers to carry out routine maintenance.</p> <p>Audit to see if displays are present and clearly presented on an annual basis.</p> <p>Calendar is given out annually although speakers or trips may well need to be organised with shorter notice.</p>	<p>Lift working and checks documented.</p> <p>All community can access site easily and understand where they need to go in event of fire or fire drill.</p> <p>SEND students can access all of the school's extra - curricular activities.</p>

## **Financial Planning and control**

The Head teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

This policy appendix will be reviewed annually or following changes in trust or national literature.

**Review- September 2022**