



Indian Queens School

Accessibility Plan

2020-2021

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Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the hub council of Indian Queens School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The hub council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Hub Councillors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Sue Roberts	Headteacher	Date: September 2020
_____		_____
	Chair of hub council	Date: _____
_____		_____

Next review date: July 2021

Planning duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Need for review of staff members' skills and ability to support pupils with SEND (lots of new members of staff in the last year)	Regular INSET provided to staff members Discussion in pupil progress meetings, IEP and OA reviews (teacher and SENDCo) Audit of TA expertise and specialisms within performance management meetings	Headteacher/ SENDCO/ teaching staff/ TAs	Summer 2021	Staff members have the skills to support children with SEND	Autumn 2021
Medium term	Access to school trips for pupils with SEND	Needs of pupils with SEND incorporated into planning process – trips should not take place if access is not able to be made possible for all	Leadership / Teachers / SENDCo	Spring 2021	All planning of school trips takes into account pupils with SEND	Summer 2021
	The school has a good understanding of the needs of current pupils with SEND but is aware	Audit of the curriculum	Headteacher/ teachers/SENDCo	Spring 2021	Leadership and teaching staff will be able to address any gaps in accessibility.	Summer 2021

	<p>that potential future pupils could present different challenges.</p> <p>The school needs to check for any issues re accessibility for current pupils with SEND.</p>					
Long term	<p>Pupils with SEND struggle to access lessons, particularly the written element, alongside their peers</p>	<p>Provide tablets and other adjustments (investigate voice recognition software) for pupils with SEND</p>	<p>Headteacher/ICT Manager/ SENDCo</p>	<p>Spring - Summer 2021</p>	<p>Pupils with SEND can access lessons</p>	<p>Summer 2021</p>

Planning duty 2: Physical environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Access to the school playing field is currently difficult for children using a wheelchair	School is aware of accessibility barriers to this area, but it is due to be redeveloped and incorporated into a major outdoor development in conjunction with the Eden Project	Leadership / Aspire Estates (in conjunction with Eden Project landscaping team)	Spring - Summer 2021	There will be a large scale outdoor learning and play space development on the school site, which will be fully accessible	Autumn 2021
Medium term	Hearing impaired pupils and visitors are not warned of fire by alarms currently in use	Explore possibility of replacing fire warning systems to incorporate warning lights	School leadership, Aspire Estates and contractors as necessary	Spring – Summer 2021	Suitable warning systems will be in place when/if required.	Autumn 2021

Long term	The school environment would not be accessible to pupils or visitors with visual impairment	Incorporation of colour schemes as appropriate / necessary when refurbishing (to benefit pupils with visual impairments)		Summer 2021	Learning environment is accessible to pupils with visual impairments	Autumn 2021
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Planning duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Clarity needed regarding whether school information is accessible or not	Audit of information delivery procedures, ensure parents with disabilities can access information sent out in at least one form.	SENDCo/ Admin Team / Computing Lead	Spring 2021	School is aware of accessibility gaps to its information delivery procedures and is able to address them.	Summer 2021
Medium term	Written information is not accessible to pupils with visual impairments	If requested / required, provide written information in alternative formats and make other necessary adjustments as needed.	Leadership /SENDCo/ Admin Team	Spring 2021	Written information is fully accessible to children with visual impairments	Autumn 2021
Long term	School website is not accessible to children with SEND	Audit of website	SENDCo / Computing Lead	Summer 2021	Website is fully accessible	Autumn 2021