



ACCESSIBILITY PLAN

Effective from: **September 2024**

Signed by: *Helen Glynis*

Review date: **September 2025**

Links with other policies: Curriculum Statement, Equalities Policy and Statement, Health and Safety Policy

Aims:

- 👑 To provide a safe, secure environment.
- 👑 To recognise the individual needs and strengths of each child.
- 👑 To plan and facilitate unique, enjoyable opportunities to maximise learning and potential.
- 👑 To work with parents / carers and outside agencies to achieve the best for each child.
- 👑 To ensure opportunities from the wider community are utilised.

ACCESSIBILITY PLAN

Queen Elizabeth II Silver Jubilee School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of QEII School and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a physical disability are equally prepared for life as are those without. This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. We will work with other agencies including seeking funding streams to ensure the best possible access to necessary equipment and facilities.

- Improve the delivery of information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables and information about the school and school events including the website. The information should be made available in various preferred formats within a reasonable time frame.
- Acknowledge the sensory needs of our pupils, and the sensory demands of a busy school environment, reducing demands and accommodating these needs wherever possible.

The action plans relate to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Statement and individual curriculum policies
- Equalities policy and statement
- QEII Development Plan
- Health and Safety Policy
- Premises Development plan

Accessibility Plan – September 2024

Internal building works have been completed providing up to date, relevant facilities to meet the needs of all learners. Our present site is too small for our increased pupil numbers and work continues to acquire Arun House for our Sixth Form and Key Stage Four pupils from September 2025.

Physical Environment	
Development of internal building	Work completed on our internal work providing a rebound room, immersive space and library as well as up to date changing facilities for our hydrotherapy pool. Pupils now have more learning opportunities and good quality SEN practice and provision for all our learners, particularly those with physical and mobility difficulties. The perimeter fence has now been completed making our site secure with the use of a fob system. A fob system now activates the main building front and back doors and internal doors to ensure visitors cannot access parts of the building occupied by pupils.
School perimeter fence and fob entrance and exit to building	
Toilet block	

	The toilets at the front of school and facilities for two key stage two classes have been reconfigured and modernised to enable better accessibility for all pupils,
Access to Curriculum	
Communication training	Focus on ensuring total communication environments throughout the school through improved resources and consistency of approach.
Wellbeing and therapeutic support	CATHS Training to take place for staff in key stage two, to support a continuation of the work being done in our reception and key stage one classes. We also have a Narrative Therapist. This year we are a Thought-full school, offering us support to develop our whole school approach to emotional wellbeing and mental health. Key staff to attend therapeutic thinking training.
Individual physical supports / equipment	We have acquired further funding to provide ongoing therapeutic intervention for selected pupils to support their mental health and wellbeing, and maintain their engagement in school. We have a play therapist, two ELSA's and Draw and Talk provided on site. We are currently purchasing a number of new items for individual pupils to support their safe and effective access to the curriculum. These include walkers, standers and chairs that allow them positional change, movement around our setting and strengthening work to improve independence and function. We are also purchasing smaller items to support pupil independence in personal care, feeding, etc.