



**QUEEN EMMA'S
PRIMARY SCHOOL**
BELONGING, BEING AND BECOMING

Policies and Procedures

Accessibility Plan

Information for Office:	
Policy Author:	Business Manager: C Taylor
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Approved by:	The MILL Academy: Executive Team

1. INTRODUCTION

Schools are required under the Equality Act 2010 to have an accessibility plan. The school acknowledges its duty towards pupils, staff (teaching and associate), parents, carers and guardians, Local Committee and members of the wider community who have a disability.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Queen Emma's Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. LEGISLATION AND GUIDANCE

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) "Guidance for schools on the Equality Act 2010".

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with the school and Academy's funding agreements.

3. PRINCIPLES, AIMS AND OBJECTIVES

School Aims

- To provide a caring, friendly environment in which every child can flourish and feel a sense of belonging.
- To have high expectations in order to build a strong foundation for life in the areas of social, academic, physical and creative opportunities.

- To provide an environment that actively looks for and celebrates individual achievements.
- To encourage self-worth, respect for other people and property.

4. POLICY

4.1 To continually improve the Physical Environment of Queen Emma's Primary School:

- The School will continue to identify the areas where disabled access to academic sites may need to be improved if this is practicable.
- The School will, in its regular fire safety risk assessment, update any evacuation procedures. It will also consider whether a particular disability might compromise safety in the event of a fire. Any student with a disability or impaired mobility is issued with a Personal Emergency Evacuation Plan (PEEP). For Community use of buildings, Generic Emergency Evacuation Plan (GEEP) is in place.
- Any new building will be constructed to be fully accessible to the disabled.
- All new equipment purchased for teaching will be considered as to the suitability to its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.
- Faulty lighting will be replaced within 24 hours wherever possible.
- The school will promote the good practice of the 'buddy system' to help pupils with a disability.

4.2 To continually review the methods of delivery of Information to disabled pupils and/or parents/carers:

- All school documents can be available in large print format if requested.
- The school will provide INSET training for staff in order to support a disabled pupil.
- The easy dissemination of printed hand-outs of appropriate clarity.

5. SCHEDULE OF BUILDINGS

School Office / Reception / Hall / Dining Area

There is disabled access via front door. Disabled toilet facilities located here.

Reception class and KS1

There is limited access for a wheelchair to Reception class, a ramp would be required to access the lower classroom.

There is disabled access via classroom doors for KS1.

Nearest disabled facilities adjacent to school office.

Lower KS2 and Upper KS2

There is disabled access via classroom doors.
Nearest disabled facilities adjacent to school office.

Upper KS2

There is disabled access via classroom doors.
Nearest disabled facilities adjacent to school office.
There is a lift to enable access between Upper KS2 and the Hall/Dining area.

Car parking

Parking facilities can be set aside if necessary in the in Main School car park on request.

6. SCHOOL ENVIRONMENT

- Access to all buildings for less able-bodied pupils may need to be addressed when the need arises. Capital funding availability would be investigated.
- The School asks families to complete a registration form and to disclose whether their son/daughter/ward has a disability, special educational need(s) or medical condition. The families also receive a medical form requesting further information about their child.
- Where is it practicable the school will make reasonable adjustments based on the information given and advice received, to enable a prospective pupil to take up a place at the School, and to satisfy criteria outlined above, the school is committed to providing these reasonable adjustments in the assessment process.
- The School may have a consultation meeting with the families following assessment to define the reasonable adjustments the school is committed to provide, discuss any additional services, and make arrangements for review meetings to monitor progress.
- All teaching activities, cooking and dining are carried out on the school site. Queen Emma's Primary School has 1 main building. In addition, there is a playing field on site. The buildings have differing issues in terms of accessibility. The School would make reasonable efforts to accommodate a disabled child when the need arises.
- When a school trip goes off site, it may not be possible to transport pupils in the School minibus, or in the hired coaches when bigger groups are travelling. Alternative ways of transporting children with physical disability will be sought when the need arises.

7. ACTION POINTS

Physical access

Action	Outcome	Monitoring
Increase disabled parking	Additional facilities can be allocated in car park when needed	Ongoing

Improve paving areas around site	Facilitates easier movement around site for wheelchair user or those with mobility difficulties	Rolling programme
Ramps to alleviate changes in levels	Facilitates easier movement around site for wheelchair user or those with mobility difficulties	As required

Curriculum Access

Action	Outcome	Monitoring
Facilitate lesson planning between teachers and LSAs	Lessons to take account pupils' disabilities	Ongoing
Track more effectively the progress of pupils with disabilities	Pupils' achievements are monitored regularly with intervention at teacher and Senior Leader level where appropriate	Ongoing
Review Clubs and activities on offer to consider interests and physical ability of disabled pupils	A range of suitable clubs/activities	Ongoing

Information Access

Action	Outcome	Monitoring
Ensure that disabled persons are aware where the information they need is available and who to contact	Pupils better able to access learning resources	Ongoing

8. ROLES AND RESPONSIBILITIES

SENCO:	To assess needs in relation to declared medical and learning needs and to ease transition of disabled pupils into school. To issue PEEPs and ensure student health and wellbeing requirements are recorded and accessible via the school's MIS and facilities, medicines, health needs are made available.
Business Manager:	To assess physical premises needs in conjunction to accommodate disabled pupils and to arrange capital funding by accessing Condition Improvements Funding (CIF) and other income/donations for any works required. To ensure risk assessments are carried out and reasonable adjustments or support is put into place.

Belonging Being Becoming

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