



Queensgate Foundation Primary School

Queensgate Foundation Primary School Accessibility Plan 2019-2022

At Queensgate Foundation Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Queensgate Foundation Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Queensgate Foundation Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Working together for a successful future

The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Inclusion Manager has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of teaching assistants.
- Successful practice is shared within the school.
- Disabled pupils have access to extra-curricular activities.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions. The school will make itself aware of local services, especially those provided through the Isle of Wight Council, for providing information in alternative formats when required or requested for the benefit of both students and their parents.

Contextual Information

The majority of the school building and playground is accessible for a child in a wheelchair, including the raised playground and playing field. The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

The Current Range of Disabilities within Queensgate Foundation Primary School

The school has children with a range of disabilities which include cerebral palsy, spina-bifida, and hydrocephalus. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. The children keep their named inhalers on them. Some children have allergies or food intolerances/cultural food choices; where required pupils have named Epi-pens.

All medical information is stored electronically via SIMs, collated and available to staff, on the staff noticeboard, and next to the central first aid point. We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Delivery of the Curriculum

- School staff receive training in making the curriculum accessible to all students and are aware of its importance. There are high expectations of all students.
- All staff are made aware of the needs of individual students and the school undertakes to adapt existing or purchase new equipment whenever possible in order to meet these needs.
- The school will continue to seek and follow advice of services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS

In particular:

- Access to the curriculum in PE will be considered and modified if necessary to meet the needs of individual students.

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Queensgate Foundation Primary School Action Plan

	Objective	How	Who	Timescale	Monitoring method
1	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities	Through planning, advance visits and risk assessments	Headteacher SLT Visit Leaders	On-going	Headteacher Trip leaders Feedback from pupils
2	Ensure that after-school clubs and car provision facilities are accessible for all pupils	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations s required.	PE Leader Leaders of after-school clubs	On-going	Headteacher Feedback from parents and pupils
3	Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. Inclusion Manager to review the needs of children and provide training for staff as needed	All staff, subject leaders. Advisors for sensory impairments. Subject advisors	On-going	Headteacher Senior Leaders including Inclusion Leader
4	To ensure that parents who are unable to attend school, because of disability, can access parents' evenings	Staff to hold parents' evenings by phone or send home written information	All staff	On-going	Headteacher Senior Leaders including Inclusion Leader