



Accessibility Plan	
Lead Governor & Member of SLT:	Mrs. J Klaces & Ms. R Wheeler
To be approved by:	Full Governing Body
Frequency of review:	Every Three Years
Date approved:	January 2025
Next review date:	January 2028

Policy prepared by: Rachel Wheeler (Assistant Head Teacher)

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1. SETTING

Number of pupils on roll	914
Boys	532
Girls	382
Pupils eligible for FSM	28.7%
National Average	23.8%
Pupils who are eligible for Pupil Premium Funding	32%
National Average	27%
Pupils with SEND	26.3%
National Average Jan '24 (Secondary State Funded Schools)	12.9%
Pupils with EHCPs	3.1%
National Average Jan '24 (Secondary State Funded Schools)	2.1%
Pupils with EAL	34.4%
National Average	20%

1. PRINCIPLES

At Queensbridge, our mission is to equip our students with the character, skills, and academic knowledge they require to live happy and fulfilled lives.

Here at Queensbridge, we are a safe and inclusive environment for everyone. We underpin our work with our collective values of Respect, Kindness, Resilience, Leadership and Aspiration.

What are the Queensbridge Core Beliefs and Values in Relation to Pupils with Special Educational Needs?

At Queensbridge School, we believe that all of our teachers, are teachers of pupils with special educational needs and disabilities. All subject and senior leaders are leaders of supporting pupils with special educational needs and disabilities. We operate a person-centred approach to SEND provision by considering the needs of the whole child, whilst working closely with parents/carers and external professionals.

Families of pupils with SEND are strongly advised to become familiar and to regularly look at the **Birmingham Local Offer** (localofferbirmingham.co.uk) which can also be found on our school website. There you will find more information on the wide range of services that are available to support all areas of your child's life. This includes support with education, physical and mental health, social care, wider learning and moving towards independence and adulthood. The local offer gives help, advice and information about all of the services available for children and young people from birth to 25 years with any form of special educational need or disability.

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy

The school recognises its duty under the Equality Act:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

The school recognises and values parents'/ carers' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents'/ carers' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, adapted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs

- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- taking a strengths-based approach

Views of Parents/ Carers

Parents are encouraged to arrange to see staff if they have concerns (or complaints). Regular reviews and meetings are held with parents/ carers. Their voice is always captured on Individual Learning Profiles on Provision Map. Queensbridge regularly provides opportunities for families to feedback through the use of surveys, as part of the Quality Assurance Week cycle throughout the year, and during Progress Meetings. There is a 'Friends of Queensbridge' parents and carers' group. The Queensbridge complaint policy is accessible on the school's website.

Views of Children and Young People

Pupils are regularly consulted, including through personal reviews and pupil voice polling. Their views are always captured on their Individual Learning Profiles.

2. PURPOSE

Queensbridge School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. A new accessibility plan will be drawn up every three years. This plan operates in accordance with the school's published Equality Policy.

Definition of Disability:

"You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."

Queensbridge School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co-ordination
- Mobility
- Continence
- Ability to lift, carry or move heavy objects
- Speech, hearing or vision
- Memory or ability to learn, concentrate or understand

- Perceiving risk of physical danger

All pupils should be able to take part in the day-to-day life of the school and benefit from the learning experiences we provide.

Overall, 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 the 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 disability are as, equally, prepared for life as are the able-bodied pupils (If the school fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

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

- Curriculum
- Teaching and Learning
- Equal Opportunities
- Health and Safety Policy
- Special Educational Needs Policy
- Staff and Professional Development Policy
- Behaviour Management Policy
- Emergency Evacuation Procedures
- School Improvement Plan
- School Prospectus
- Equality and Diversity Policy
- Anti bullying Policy
- Exams Policy
- School Uniform and Appearance and Equipment Policy
- Admissions and Arrangements Policy

- Medical Policy
- Safeguarding Policy
- Recognition and Behaviour Policy
- Attendance Policy
- RSE Policy

Core Roles and Responsibilities

Headteacher

The Headteacher is responsible for ensuring Queensbridge is inclusive and welcoming for all students, staff and visitors and that the accessibility plan is implemented.

Special Educational Needs and Disabilities Coordinator (SENDCO)/ Assistant Head Teacher

Will ensure the Learning Support Register is kept up to date and is available for all staff to view. They will ensure that every child with Special Educational Need and/ or Disability will have a detailed Individual Learning Profile on Provision Maps. They will ensure they are aware of students who have a medical condition and have special educational needs because of their condition. Risk Assessments will be written as required.

Raising Achievement Assistants

Will identify any students with a disability whom they support and familiarise themselves with the relevant information to allow them to offer appropriate support.

Governors

The Governors will ensure that all members of the Governing Body are aware of this plan and they will monitor the effective implementation of it.

This policy operates in accordance with the schools published Equality Policy.

3. PROCESS

The Accessibility Audit 27.2.23

The school carries out an accessibility audit every three years in advance of reviewing this policy. The audit is carried out by **Equality Act Audits**, an established business who focus exclusively on providing Access Audits for Schools in the UK.

Grade: Compliant

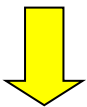
Suggestions to improve/ resolve: Maintain existing action and processes.

Findings descriptors: For each of the three sections of the audit, an overall grade is indicated. These three grades together inform the overall audit grade indicated in the Executive Summary

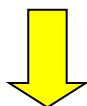
	In an audit item
Exemplary	Highly effective, exemplary or innovative practice that fully supports accessibility for all pupils or visitors.
Compliant	Effective practice that supports accessibility for a significant majority of pupils or visitors
Requires Compliant	Practice supports accessibility for most pupils; however, a significant minority of pupils or visitors could be more effectively supported. In some cases, there may be potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect – see Action Plan.

The Process involves:

Access audit and review of current activities



Devise actions



Set Goals and Targets



Consult on plan



Implementation



Evaluate the plan

5. SUMMARY OF AUDIT FINDINGS

“At Queensbridge School, they believe that all of their teachers, are teachers of pupils with special educational needs and disabilities. All subject and senior leaders, are leaders of pupils with special educational needs and disabilities. They operate a person-centred approach to SEND provision by considering the needs of the whole child, whilst working closely with parents/carers and external professionals.

The Head Teacher and the Governing Body at Queensbridge School are fully committed to ensuring that all pupils have equality of opportunity to excel and develop as individuals. All pupils will have access to high quality teaching and support and be equipped with the necessary skills to become responsible members of society and meet the challenges of life beyond school.

Their SEND provision is an integral part of their school development plan to ensure that SEND sits at the heart of everything they want to achieve as a school. All school developments and policies take account of fully inclusive principles. All of their staff prioritise ensuring that the needs of the pupils with SEND are met with dignity and kindness and strive to ensure that their practice in all aspects of school life is inclusive by design. Staff are appropriately trained to meet the requirements of students’ needs and are given a fortnightly opportunity to collaboratively discuss and plan for any evolving needs of their pupils. The SEND team continually strive to maintain appropriate staffing levels and funding for pupils with SEND.

They aim to increase the confidence and resilience of their pupils with SEND and encouraging them to be involved in the planning of their own support and provision and to be empowered to advocate for their own needs whilst in school and as they prepare for adulthood. All adults in school encourage their pupils with SEND to join in the full extent of the wider learning and extra-curricular offer.

...At Queensbridge School they are committed to providing an education and ethos that positively promotes equality of opportunity and achievement for all their children. The governors and school staff are committed to removing any barriers, which would impede learning, development, continuity and participation in their school. They oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, gender, sexual orientation, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified. As a school they are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of

special need or disability. They aim to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities.”

6. PLAN (Updated 23/1/23)

Queensbridge School has a robust action plan in place, monitored by a strategic sub-committee.

We created an action plan based on the suggestions included in the audit.

Below is a list of the successfully completed actions to date.

Completed Actions
Place a sign at the entrance to the carpark showing that there is accessible parking and where it is located
Provide adjustable benches in practical subject rooms so that a person in a wheelchair can participate fully.
Autumn Term 23 an adjustable table was put into Food Technology room and a science room.
Provide at least one high backed chair in the staff room and in reception area.
Mark out a safe walkway in the carpark.
Provide either signage or instructions from the reception area to the visitor's accessible toilet.
All accessible toilets to have mirrors, shelves and coat hooks fitted at an accessible height. Emergency alarm cords to be loose (to be reached from the ground should an emergency occur).
New ramp needed so that Head of Years' Office is accessible to all, including students with limited mobility and wheelchair users.
Install a portable hearing loop and clearly display the sign. (Reception area).
Provide signage next to the intercom at the vehicle entrance.
Liaise with Birmingham City Council to plan a fully accessible kitchen area in the Food Technology Room.

TARGET	CURRENT GOOD PRACTICE AND STRATEGIES	KEY STAFF INVOLVED
<p>To increase the extent to which pupils with disabilities can participate in a broad curriculum.</p>	<p>An inclusive, engaging and broad curriculum for all pupils.</p> <p>Assistive technology and necessary training available to pupils with the highest levels of need, who may require alternative methods of recording their responses and accessing learning.</p> <p>Curriculum resources include positive examples and representations of people with a range of disabilities. Termly 'Celebrating Differences' Assemblies are delivered to raise awareness and understanding of members of our school community who have SEND. Pupil Voice always features in these assemblies.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed, and teaching is adapted where necessary to make sure that it meets the needs of all pupils.</p> <p>Staff training relating to a wide range of SEND needs is a feature of the continuing CPD programme.</p> <p>The extra-curricular offer is broad and inclusive for pupils with SEND, across all four broad areas of need. Trips and residentials are inclusive for pupils with SEND, across all four broad areas of need and are adapted where possible to meet these needs.</p> <p>Full pupil access to specialist facilities in subjects such as DT, Food Tech, PE, Science is prioritised, by adaptations to the environment or by support of Raising Achievement Assistant.</p> <p>Queensbridge to regularly liaise with the external agencies in order to follow best practice to support full pupil participation in a broad curriculum.</p> <p>Conduct regular parent, pupil and staff voice that seeks to interrogate the accessibility of all curriculum areas and any barriers to full part</p>	<p>SLT - Teaching and Learning Team</p> <p>Heads of Department and TLR holders responsible for curriculum design.</p> <p>The SEND Team</p> <p>Raising Achievement Assistants</p> <p>Site and Finance Team.</p> <p>External Agencies PDSS/VI/HI/OT Teams.</p>

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TARGET	CURRENT GOOD PRACTICE AND STRATEGIES	KEY STAFF INVOLVED
<p>To continue to improve the physical environment of our school to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided.</p>	<p><u>The environment is adapted to meet the needs of pupils as required, including:</u></p> <ul style="list-style-type: none"> ▪ Ramp to main doors. ▪ Two lifts. ▪ Appropriate corridor widths across school. ▪ Accessible car parking bays. ▪ Accessible toilets and changing facilities. ▪ Library on ground floor and shelves are wheelchair-accessible height. ▪ Exam access room in place. ▪ Minimise 'sensory overload' where possible. 	<p>Site and Finance Team SEND Team Safeguarding Team PSS, PDSS, VST, OT EP, CAT, HST, CAT, SSOS and Hospital Specialists.</p>
<p>To ensure that all staff are aware of the special educational needs of all pupils, including the needs that may affect their access to all aspects of school.</p>	<p><u>Relevant plans are written for all pupils who need them, and they are shared with all relevant members of staff. These include:</u></p> <ul style="list-style-type: none"> ▪ Physical management plans ▪ Personal Evacuation Plans ▪ Medical Plans ▪ Risk Assessments ▪ QB Learning Profiles (Provision Maps) ▪ SEND Support Provision Plans ▪ Education and Health Care Plans 	<p>SEND Team Fire Officer External agencies: PSS, PDSS, VST, OT, SSOS, EP, CAT, HST, VST, Hospital Specialists.</p>

TARGET	CURRENT GOOD PRACTICE AND STRATEGIES	KEY STAFF INVOLVED
<p>Improve the availability of accessible information for pupils with disabilities.</p>	<p>1. <u>Parent Communication</u></p> <p>Ensure parents have easy access to our SEND provision, our SEND school offer currently on the school website and be signposted to the Birmingham Local SEND Offer.</p> <p>Ensure parents can contact the SENDCO Team within a reasonable time frame. They will have a response within 48 hours of a request and a meeting arranged either via phone, MS Teams or face to face at the earliest convenience.</p> <p>Parent/school communication is strong, and parents should confidently contact the SENDCO for support and advice or to be signposted to relevant agencies to support.</p> <p>2. <u>Pupil Communication</u></p> <p>Pupils are given regular opportunities to share their concerns, their views and their ideas in relation to the SEND offer and their experience of it. Pupil voice is heard and acted upon, adaptations made as necessary.</p> <p>Classroom resources and classroom design are adapted as necessary to meet the needs of pupils with Dyslexia, Visual Stress, Visual Impairments, etc.</p>	<p>SEND Administrator</p> <p>SEND Team</p> <p>Safeguarding Team</p> <p>External agencies: PSS, PDSS, VST, OT EP, CAT, HST, CAT, SSOS and Hospital Specialists.</p> <p>Classroom Teachers.</p> <p>Quality assurance activities – SLT.</p>

7. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by The SEND link Governor (Jo Klaces) The SENDCO (Rachel Wheeler) and the Headteacher (Mr. Singh)

It will be approved by The SEND link Governor (Jo Klaces) and the Headteacher (Mr. Singh)

8. Contact

The SEND Team can be contacted by email;

SEND@queensbridge.bham.sch.uk

We endeavor to respond to all emails within 48 hours of receipt.