

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
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Policy prepared by: Rachel Wheeler (Assistant Head Teacher)

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1. SETTING

Number of pupils on roll at Queensbridge School	911
Boys	534
Girls	374
Pupils eligible for FSM at Queensbridge School	29.1%
National Average	26.7%
Pupils who are eligible for Pupil Premium Funding at Queensbridge School	33.1%
National Average	28%
Pupils with SEND at Queensbridge School	24%
National Average '25/ 25(Secondary State Funded Schools)	13.4%
Pupils with EHCPs at Queensbridge School	2.9%
National Average '25/25 (Secondary State Funded Schools)	3.1%
Pupils with EAL at Queensbridge School	37.1%
National Average	21.4%

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/carers 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. **A parent/carers forum was created to review the SEND Information Report in the Autumn Term 2025, in collaboration with the LLSS service, Governing Board and key members of the SEND Team.**

In the academic year 2025-26 we created 5 events which involved inviting parents/carers into the school, where they had the opportunity for their voices to be heard, speak face to face with specialists and, arguably most importantly, spend time with each other as they have all shared that it can feel extremely isolating having a child with special educational needs and disabilities.

Their views are always captured on their child's Individual Learning Profiles.

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
- First Aid and Supporting Pupils with Medical Conditions Policy (includes Administration of Medication)
- 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.

First Aid and Medical Coordinator

In partnership with the line manager, Lead DSL/Deputy Headteacher and SENDCo, the First Aid and Medical Coordinator is responsible for overseeing and coordinating medical policies and ensuring their effective implementation, including staff training. They oversee first aid provision and ensure that robust systems are in place for the recording and reporting of all first aid incidents. They also ensure that medical information for each student is accurate and up to date.

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 29.1.26

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.

Previously the audit gave a grade of 'Exemplary,' 'Compliant' or 'Requires Compliant.' In the last audit we were graded as 'Compliant.' They have explained, **“we have since moved away from assigning formal grades within Accessibility Plans. The plan is now intended to be a *working document* that supports ongoing development rather than a judgement-based assessment. We found that giving a single “grade” (similar to an Ofsted-style judgement) could add unnecessary pressure for schools and detract from the purpose of the audit, which is to identify strengths, areas for development, and practical next steps. For that reason, the focus is now on the narrative findings and recommended actions within each section, which together give a clearer and more constructive picture of accessibility across the school.”**

The Process involves:

The process involves;

1	Accessibility Audit and Review of Current Activities
2	Devise Actions
3	Set Goals and Targets
4	Consult on Plan
5	Implementation
6	Evaluate Plan



5. SUMMARY OF AUDIT FINDINGS

“Guided by a positive ethos and a clear commitment to equality, the school strives to create an environment in which all young people can thrive academically, socially, and personally. This 5 Accessibility Plan supports that mission by outlining how the school will continue to improve access to its curriculum, information, and provision for all members of its community. At Queensbridge School, they believe that every student deserves an equal opportunity to access quality education in an inclusive and supportive environment. Their Accessibility Plan is a testament to their commitment to ensuring that all students, regardless of their physical, sensory, cognitive, or emotional needs, are provided with the necessary resources and accommodations to thrive academically, socially, and personally. As part of their ongoing efforts to foster an inclusive community, they have conducted a comprehensive assessment of their facilities, curriculum, and support services. This Accessibility Plan outlines the specific measures they will implement to enhance accessibility for students with disabilities. Their initiatives encompass a wide range of areas, including physical access to buildings and classrooms, modifications to teaching methods and materials, and the provision of specialised support services. In collaboration with students, parents, staff, and external experts, they have identified key areas for improvement and developed actionable strategies to address them. Their goal is to create an environment where every student feels valued, supported, and empowered to reach their full potential. By prioritising accessibility, they aim to not only comply with legal requirements but also to promote a culture of inclusivity and respect within their school community....

The school adopts a person-centred approach to SEND, recognising that every young person’s strengths, needs, and lived experiences are unique. Queensbridge emphasises that all teachers are teachers of pupils with SEND, and that responsibility for inclusive practice sits across the entire staffing structure—from subject leaders to senior leaders—ensuring that provision is not isolated but embedded in whole-school culture. This approach is supported by a dedicated SEND team, including the school’s SENDCO, Assistant SENDCO and a SEND Administrator, who work collaboratively with staff, families, and external professionals to secure high-quality provision. Queensbridge School’s SEND ethos is explicitly shaped by its core values of Respect, Kindness, Resilience, Leadership and Aspiration. These values underpin how the school supports pupils with SEND academically, socially, and emotionally. The school is committed to ensuring that learners with SEND are fully included in school life, that their voices are heard, and that their parents and

carers are engaged meaningfully as partners. Queensbridge also signposts families to the Birmingham Local Offer, helping them access wider support, specialist services and information beyond the school environment. Overall, Queensbridge strives to create a supportive, high-expectation environment in which pupils with SEND can thrive. Through collaboration, early identification, high-quality teaching, and an inclusive ethos, the school continues to strengthen opportunities and outcomes for all learners...

Queensbridge School demonstrates a genuine and commendable commitment to accessibility, actively involving parents, carers and students in shaping its policies and practices. The school has established a dedicated Parent Forum, which meets to review key documents such as the SEND Information Report, ensuring transparency and meaningful collaboration. At a recent meeting on 7.11.25, parents of the school's full-time wheelchair user were invited to provide direct feedback on ramp access to different areas of the site, enabling the school to make informed and inclusive decisions. Pupils themselves are also thoughtfully consulted: one student contributed to the planning of the new accessible kitchen in the Food Room, and a Year 11 wheelchair user was engaged in discussions about the installation of outdoor gym equipment to ensure that some of the apparatus would be suitable and usable for them. These practices reflect a school culture that listens to its community, values lived experience, and continually works to remove barriers—an approach that deserves recognition...

Queensbridge School is committed to continuous improvement in accessibility. They have implemented a range of strategies and initiatives to enhance the physical environment, curriculum, and communication methods. Their Accessibility Plan outlines their ongoing efforts to ensure that their school is a place where all students feel welcome, supported, and empowered to succeed."

6. PLAN (Updated 29.1.26)

Queensbridge School has a robust action plan in place, monitored by a strategic subcommittee.

We have created an action plan based on the suggestions included in the audit, and also based on priorities we have identified ourselves as a school. Please see below;

TARGET	CURRENT GOOD PRACTICE AND STRATEGIES	KEY STAFF INVOLVED
To increase the extent to which pupils with disabilities can participate in a broad curriculum.	An inclusive, engaging and broad curriculum for all pupils. 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. 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. 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. Staff training relating to a wide range of SEND needs is a feature of the continuing CPD programme. The extra-curricular offer is broad and inclusive for pupils with SEND, across all four broad areas of need. Trips and residential are inclusive for pupils with SEND, across all four broad areas of need and are adapted where possible to meet these needs. 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. Summer 2025 a fully accessible kitchen was installed in the Food Tech classroom, which Queensbridge is very proud of. Queensbridge to regularly liaise with the external agencies in order to follow best practice to support full pupil participation in a broad curriculum. Conduct regular parent, pupil and staff voice that seeks to interrogate the accessibility of all curriculum areas and any barriers to full part	SLT - Teaching and Learning Team Heads of Department and TLR holders responsible for curriculum design. The SEND Team First Aid and Medical Coordinator Site and Finance Team. External Agencies PST,LLSS, VST, EPS, SALT, SSOS, CAT, OT, HST, Hospital Specialists

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TARGET	CURRENT GOOD PRACTICE AND STRATEGIES	KEY STAFF INVOLVED
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.	<u>The environment is adapted to meet the needs of pupils as required, including:</u> □ 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. □ The SENDCO, Business Manager and Site Manager met 21.5.26 to go through 'Suggested Actions' from the recent Accessibility Audit. Actions and timeframes were agreed. Where realistic, the suggested actions have been implemented.	Site and Finance Team SEND Team Safeguarding Team First Aid and Medical Coordinator External agencies; LLSS, PST, VST, OT, SALT, EPS, CAT, HST, CAT, SSOS and Hospital Specialists.
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.	<u>Relevant plans are written for all pupils who need them, and they are shared with all relevant members of staff. These include:</u> □ Physical management plans □ Personal Evacuation Plans □ Medical Plans □ Risk Assessments □ Individual Safety Plans □ QB Learning Profiles (Provision Maps) □ SEND Support Provision Plans □ Education and Health Care Plans	SEND Team First Aid and Medical Coordinator Safeguarding Team Fire Officer External agencies: LLSS, PST, VST, OT, SALT, SSOS, EP, CAT, HST, VST, Hospital Specialists.

TARGET	CURRENT GOOD PRACTICE AND STRATEGIES	KEY STAFF INVOLVED
Improve the availability of accessible information for pupils with disabilities.	1. <u>Parent/ Carer Communication</u> 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. We have a helpful 'SEND Support at Queensbridge' Information Brochure that we give to parents/carers when their child joins us. Ensure parents/carers 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. Parent/carers school communication is strong, and parents/carers should confidently contact the SENDCO for support and advice or to be signposted to relevant agencies to support. The SEND Team invites parents and carers into school to take part in information-sharing and support sessions 2. <u>Pupil Communication</u> 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. We have a SEND Student Leaders Sub Group who meet regularly with the SENDCO and Assistant SENDCO. Classroom resources and classroom design are adapted as necessary to meet the needs of pupils with Dyslexia, Visual Stress, Visual Impairments, etc.	SEND Administrator SEND Team Safeguarding Team External agencies: LLSS, PST, VST, OT,SALT,EPS, CAT, HST, CAT, SSOS and Hospital Specialists. Classroom Teachers. Quality assurance activities – SLT.

Glossary of Key Staff;

CAT – Communication and Autism Team

EPS – Education Psychology Service

HST – Hearing Support Team

LLSS – Language, Learning and Strategic Support Team

OT – Occupational Therapy

PST – Physical Support Team

SALT – Speech and Language Therapist

SLT – Senior Leadership Team

SSOS – Special School Outreach Support

VST - Vision Support Team

Helpful Links;

[Home - Local Offer Birmingham](#)

[Queensbridge - SEND](#)

[Queensbridge - Policies & Statutory Information](#)

[Queensbridge - Safeguarding](#)

[Queensbridge - Mental Wellbeing](#)

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 (Ms. Taylo)

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

8. Contact

The SEND Team can be contacted by email;

SEND@queensbridge.bham.sch.uk

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

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