



QUORN HALL
SCHOOL

Accessibility Plan/Policy

Person Responsible: Vickie Perkins – Head of Curriculum

Last reviewed on: September 2021

Next review due by: 1 September 2024

Created: September 2021

Revisions: Three yearly

Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give pupils options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility \(Sept 2018\)](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative

- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data/Due Diligence Checking Ltd (DBS)
- Educare / National College (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)
- Neotas (Online searches / Social Media checks)

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Aims of the Accessibility Plan

This plan outlines how Quorn Hall School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents/carers.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils.

The accessibility audit

1.1. The governing board will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid.
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- Visual disabilities – this includes those with visual impairments and sensitivities.
- Auditory disabilities – this includes those with hearing impairments and sensitivities.
- Comprehension – this includes hidden disabilities, such as autism and dyslexia.

1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents/carers.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to Curriculum – action plan

Target	Who	Timescale	Outcome/Success criteria	Complete
Learning aids to be produced	SENCO	Where applicable	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils' needs

Intervention training for support staff	SENCO, Therapy Team, SLT		Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly, learning support meetings to take place to assess and address pupil needs	SENCO, SLT, Therapy Team, Team around the child	Via annual EHCP assessment	Pupil needs reviewed and being addressed	In line with pupils' personal plans
Training for teachers on differentiating the curriculum for disabled children as required	Curriculum Assistant Headteachers, Head of Therapy, Wellbeing, Wider Curriculum and Supervision, SENCO	Where applicable	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing in line with recruitment and new starters
Staff trained to meet individual medical needs of pupils where applicable.	SENCO, Head of Behaviour Support and Personal Development, Assistant Headteacher for Curriculum and Inclusive learning	Where applicable	Staff completed training for specific needs	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs. Ongoing in line with recruitment and new starters/new pupils

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcome/Success criteria	Complete
Ensure each area of the school has access for all and egress	Premises Team	In line with any changes to the building	The environment is adapted to the needs of pupils	Yes
Emergency systems to have visual alarms	Premises Team		Visual alarms fitted	

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Access to Information – action plan

Target	Who	Timescale	Outcome/Success criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats · Large print · Braille · Pictorial or symbolic representations	SENCO, Admin Team, Teachers, SLT	Where applicable	Pupils have access to curriculum information and all other school information in a format that meets their needs	Ongoing to meet individual pupil's needs – reviewed termly
Ensure signage is suitable for non-readers, is clear and well situated	Premises Team, Head of Safeguarding and Quality Assurance	Ongoing	Pupils are able to navigate the school regardless of any disability	Ongoing – reviewed termly
The school makes itself aware of the services available through the LA for converting written information into alternative formats	SENCO, Admin Team, SLT	Where applicable	Pupils have access to curriculum information and all other school information in a format that meets their needs	Ongoing – reviewed termly