



Queen Elizabeth Grammar School

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Checker Person Name / Title Quality Assurance	Alistair McKinlay, Chair of GEC
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VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.

CHANGE RECORD (Annually)

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V2.01	May 2024	Reviewed Vicky Gardiner, Director of Learning Support, Kent Oliver Estates Manager

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QEGS Accessibility Plan

1. Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in [Schedule 10. relating to Disability. of the Equality Act 2010](#).

The Equality Act 2010 states “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The [SEND Code of Practice 2015](#) defines ‘long-term’ as ‘a year or more’ and ‘substantial’ as ‘more than minor or trivial’. Disability includes sensory impairments and long-term health conditions.

Links to other policies:

This plan forms part of QEGS Policies and Procedures and should be read in conjunction with the following policies:

- [WGSF Safeguarding and Child Protection Policy](#)
- [WGSF SEND Policy](#)
- [WGSF Equal Opportunities for Pupils](#)
- [WGSF Equal Opportunities for Staff](#)
- [WGSF Admissions Policy](#)
- [QEGS Anti-Bullying Policy](#)
- [QEGS Behaviour Policy](#)
- [QEGS PSHE and SMSC Policy](#)
- [QEGS Curriculum Policy](#)

2. Abbreviations and meanings

- EHCP Educational Health Care Plan
- PEEP Personal Emergency Evacuation Plan
- SEND Special Educational Needs and Disability

3. Responsibilities

Responsibilities under this policy include:

- Reviewing QEGS policies, procedures and facilities to maximise accessibility for disabled pupils and staff;
- Making recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements;
- Monitoring the implementation of this plan and reviewing it as necessary, and at least every three years;
- Ensuring staff and pupils are made aware of disability, understand its effects, make reasonable adjustments and accept and support disabled pupils as a part of school life.

The implementation, review and reporting of progress of this Accessibility Plan will be discussed at the Governor Education Committee.

4. Admissions at WGSF

WGSF accepts applications from prospective pupils with disabilities which include physical disabilities, hearing and/or visual impairment, mental health difficulties, specific learning difficulties (SpLD) and special educational needs (SEN). The ability of WGSF to make reasonable adjustments for a pupil is considered on an individual basis in discussions with all stakeholders (parents, pupils, professionals and the School).

The School is committed to maintaining excellent standards in all aspects of its activities and enabling all pupils to make the most of their talents, both academic and non-academic. These principles extend to those pupils and prospective pupils with disabilities subject to the legal obligation to make reasonable adjustments and not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disabled.

Where a pupil or applicant is able to cope with the academic demands, as long as reasonable adjustments can be made, the School will strive to ensure that such adjustments are made and that the pupil is not disadvantaged. [Please see the Foundation's SEND policy for procedures involving extra-time and for details of coordinating access arrangements with examination boards].

The School is required to make reasonable adjustments to ensure that disabled pupils are not placed at any disadvantage. In considering what is reasonable, we will take into account:

- Any SEND assessment, medical report or EHCP regarding a particular pupil
- The need to maintain academic and other standards
- The practicability and cost of a particular measure
- Health and safety considerations
- The interests of other pupils
- Financial resources available

We recognise that inclusive policies enhance the life of the School and the education of its pupils, but also recognise that it is equally important to ensure that these policies do not impair the education or health and safety of any pupil. We therefore ask the parents of prospective pupils to provide information on any disabilities or specific learning difficulties at the time of application so that we may arrange such advice and assessments as may be appropriate. WGSF reserves the right to take specialist advice from third parties on such matters, while respecting the sensitivity and confidentiality of such information.

WGSF also reserves the right to charge (as extras) the costs incurred in providing for the special needs of a pupil beyond the school's usual offer, e.g. specialist equipment for the individual.

5. Existing pupils at WGSF

So far as is reasonable and practicable WGSF is committed to assisting any existing pupil who acquires a temporary or permanent disability during their time at the School so as to continue their education and to take part in as much of their curriculum and wider activities as possible.

When developing new approaches to learning, WGSF will take account of the needs of disabled and SEN pupils.

6. Participation in the School Curriculum

As far as possible, the School strives to respond to the particular needs of its current pupils, and tailors its approach to those current and specific requirements.

The School believes that pupils with impaired sensory or physical needs should have access to school activities, as far as possible. Specific training or information for new and existing staff will be given relating to disabilities experienced by specific pupils. In addition, staff are

alerted to specific pupils suffering emotional and mental health issues, where appropriate, so that their learning and social needs can be better accommodated.

The School therefore commits to develop further its learning for pupils with particular needs and protected characteristics, e.g. pupils with ASD, pupils with ADHD, pupils with dyslexia/dyspraxia, pupils who are visually impaired or with impaired hearing, or who have other forms of disability. Such development might include:

- INSET training given by specialists to all staff, including on 'Hidden Disabilities'
- enlarged scripts available for pupils with visual difficulties
- enlarged text books available in science
- computer readers
- word processors
- information on staff room notice boards and information management systems relating to pupils with particular needs
- a broad range of information about the different disabilities which staff can access

In terms of the entry of new pupils with disabilities to the School (and any current pupil who develops a disability in their time at QEGS), the School would aim to mutually agree what aspects of the current curriculum can be delivered effectively with pupils and parents, depending on the specific need and the type of educational activity that might be affected, and to arrange alternative approaches for those aspects of the curriculum which are adversely affected. For example, with a severe physical disability (temporary or permanent) some PE / Games activities and some elements of QED options might prove unmanageable. In these cases, the School would aim to make arrangements such that other options were found that might be equally enjoyable and fulfil an equivalent educational challenge.

7. Physical Access

Some of the buildings at QEGS are Victorian and create difficulties with accessibility. This is particularly the case with the original QEGS buildings, and other Foundation sites such as the WGHS Main Block and Green House. These buildings all have a statutory listing. Although access to most of these buildings would be difficult for individuals with impaired mobility, a degree of access is possible with the assistance of temporary ramps.

The newer QEGS facilities which include the Savile Block (which comprises of the Elizabeth Theatre, Sixth Form Centre, Learning Resource Centre and English classrooms), the Modern Foreign Languages Block (which also gives access to Art) and the Sports Hall have been designed and built with disabled access in mind and meet the requirements of legislation.

The connectivity between the newer buildings and the older buildings has also meant that a number of other areas of QEGS now have disabled access via the new buildings (using step free access and/or lifts).

When the School has pupils who require wheelchair access through either permanent or temporary disability then lessons are scheduled wherever possible such that the pupils are able to attend lessons in classrooms that are accessible via a wheelchair with minor adjustments. For example, timetable changes can be put in place with accessible classrooms reassigned for their teaching groups, so that the educational provision for these pupils may continue with the least interruption, as far as possible. If parents or other visitors attend the School's premises then arrangements are made to ensure that they can access buildings as far as possible.

Disabled toilets are located in school at various points and are also available for visitors to the Queen Elizabeth Hall, Junior Hall and Sports Hall.

When there are pupils or staff with a disability attending the schools, they will be provided with a Personal Emergency Evacuation Plan (PEEP). The school has staff trained to help evacuate a disabled pupil in the event of a fire through the use of Evac Chairs, please see Appendix 1.

8. Information Sharing

The Foundation will ensure that pupils with disabilities have equal access to information. The School is able to respond quickly to requests for information in alternative formats. Parents with disabilities are welcome to request information in different formats should they require it. All pupils have remote access to the school - through Firefly and Google Classroom - which facilitates the transmission of much educational and pastoral information.

Targets and actions being taken to increase accessibility are shown in Annexes 1-4.

Annex 1

Disability	Action: i)Curriculum ii)Buildings iii)Information	Who	Timescale
Mental/ Emotional	The pastoral teams continue to build on the current practice of supporting pupils with mental health issues through individual intervention, as well as the broader pastoral agenda within year group teams, in assemblies and in PSHE.	Pastoral teams School Counsellor School Nurse	Ongoing
	The pastoral teams and School Nurse share information confidentially and as appropriate with parents (and information from parents where necessary), though information from the counsellor is only shared if they believe you are in serious danger or at the request of the pupil themselves.	SENCo Exams Officer	
	The Foundation Director of Learning Support (SENCo) works with the Exams officer and the Pastoral Team to ensure any pupil with an emotional/mental health difficulty is offered any appropriate support for both internal and external examinations.		
Physical	As far as possible, timetables will be re-organised to provide access to normal lessons. Alternative arrangements to be made for those elements of the curriculum which are not possible to access in the usual way.	Director of Studies School Nurse	
	Disability equality to be included on PSHE programme.		
	Risk Assessments to be carried out for any pupil with temporary or permanent physical impairment. The Deputy Head/ Head of Year/Department will create the required Risk Assessments, with assistance on content where necessary from the Health and Safety Manager. Care plans to be put in place, as necessary.	Deputy Head HoDs Health & Safety Manager	
Any plans for future refurbishments to take account of issues of physical disability and to be factored into discussions of changes proposed. Future development to be fully DDA compliant.	Estates Manager		

	QEGS is committed to sharing information with all its partners in ways in which they will be able to access it.		
Learning Needs	Ongoing staff training during identified sessions/staff meetings/INSET days, covering the 4 categories of SEND and focusing on identified specific needs.	SENCo Learning Support staff	
	System of Learning Support (LS) representation within department meetings to allow for increased exchange of information regarding pupil needs and teaching strategies.	All teaching staff	
	Ongoing LS departmental staff training and qualifications, e.g. Inference/Comprehension training, NASENCo Award and AAA Level 7 award. This will support targeted, quality intervention and development of strategic SEND coordination.	School Nurse	
Health	Through the development of Firefly, Google Classroom and chromebook use, school work and more of the curriculum is now available on the internet for pupils who may be absent for various health reasons. The intention is to develop this continuously.	Director of Studies Deputy Head	
	Phased returns and care plans for supporting pupils at school with medical conditions to be in place.	School Nurse	
	Training and support for staff regarding pupils' health conditions to be in place. [See the WGSF First Aid policy].	Form tutor All teaching staff	
	In consultation with the School Nurse and pastoral teams, the School will endeavour to re-design timetables wherever possible to take account of health needs. The School prides itself upon being as responsive to its pupils' needs as it reasonably can be.		
	Information sharing will be continuously developed through Firefly Parent portal – therefore parents will be able to view work set for their children if they are away from school for health reasons.		

Annex 2: Increasing the extent to which pupils with learning needs can participate in the school curriculum

TARGET	ACTION	TIMEFRAME	OUTCOMES	REVIEW
Continue to improve identification of pupils with barriers to learning within the School.	Teachers and other staff to develop their knowledge of different styles of teaching and learning and to develop skills to deal with pupils with specific disabilities. INSET training is provided on specific learning difficulties, access arrangements and support technology.	2024-2025 Ongoing training as part of INSET delivered in house and by external specialists.	Staff have a greater understanding and awareness of potential SEND difficulties so that pupils are identified as early as possible.	Rolling programme of INSET. Screening at Y7, Y9 and any new to school pupils in KS4 and KS5. Use of MiDYIS and Alis data. Tracking of whole school data. Google form information gathering and referral.
Continue to develop teachers' skills and strategies to support SEND needs in the classroom.	Head of Learning Support to source suitable online training for new/existing staff relating to SEND needs. (INSET training as above, provided by the SENCo).	2024-2025	Staff feel increasingly confident and skilled at supporting pupils with SEND needs. Individual pupils needs met and positive educational outcomes achieved for all pupils.	
Google Docs available for use by all pupils.	School adopt Google Docs which are available for all Senior Section pupils; as the programme is cloud based this enables pupils to access them at any time. Google Classroom is also used.	Ongoing	Pupils will have access to all their documents easily at school and at home.	Pupils are familiar with Google Classroom and the use of shared resources within it.
Resources available to pupils and parents via an online facility.	Firefly and Google Classroom have enabled pupils and parents to have access from both school and home in order to access resources to support pupils.	Ongoing	Pupils and parents have access to information and resources at both school and home in order to support the child.	Information is shared between pupils via Firefly and Google Classroom. Parents have access to Firefly.
Parental Inset to encourage home support for pupils, particularly in the Senior Section during GCSE and A level years.	Parent meeting organised to discuss and evidence the resources produced by the Learning Support department and the support given in school and also how parents can support pupils at home with reviewing and revision. Learning Support presence at parents'	2024-2025	Parents more aware of strategies to support their children and feel empowered to get involved.	In school sessions to demonstrate to parents taught revision/study skills. 1-1 meetings and telephone meetings with parents. LS support and future support discussed at Parents' Evenings when IEPs are reviewed.

	evening and parent calls home.			
All SEND pupils have access to appropriate resources to support their individual needs.	Learning Support Department to research and resource where possible equipment to support needs e.g. Read&Write, exam.net, reading pen/magnifier/ appropriate software/enlarged and coloured papers.	Ongoing	SEND pupils' needs met and access to curriculum facilitated.	
Pupils within school experiencing learning difficulties are identified as early as possible and a programme of support put into place.	The Graduated Approach (SEND Code of Practice 2015) operating in all schools which will lead to early identification of SEND and appropriate intervention. Data tracking using MidYIS (non-verbal and skills scores) and Lucid Exact screening for all Y7 and Y9 pupils.	Ongoing	Staff INSET given and the approach embedded. Parents contacted and involved as soon as possible in the identification process and the assessment process (see the SEND Policy).	Early Identification at KS1 and KS2 within the assess, plan, do review framework. Pupils identified in KS1 and KS2 are monitored throughout the school.
Pupils who have been identified as SEND are closely monitored to track progress (see the SEND Policy).	Use traffic light system for reporting to track progress. Use of coloured pens to provide evidence for Access Arrangements in internal assessments. Agenda item on Dept meetings and HoD meetings. Exams Office produces SEND tracking data.	Ongoing	Through close monitoring and tracking any issues with pupils with SEND are identified and supported.	Early Identification at KS1 and 2 within the assess, plan, do review framework. Pupils identified in KS1 and KS2 are monitored throughout the school Screening at Y7, Y9 and any new to school pupils in KS4 and KS5 Use of MiDYIS and Alis data. Tracking of whole school data. Google form information gathering and referral
Assessment for access arrangements.	Pupils monitored throughout school to establish 'need and normal way of working'. Pupils in Year 9 who have attended LS at any time in their school career, or have been identified through the MidYIS and Lucid screening, are assessed for Access Arrangements.	Ongoing	Pupils are allowed access arrangements for all internal and external examinations, based on appropriate evidence of need.	Normal way of working is gradually established from first identification. Some AAs are implemented in KS3, most in KS4. AAs are gradually layered so that impact can be measured.

To facilitate the smooth transition from school to university.	SENCO to support and direct pupils in their application for the DSA allowance to ensure a smooth transition to university.	2024-2025	Pupils have equipment and resources and training in place before attending university.	Information shared and signposting offered to parents of pupils needing DSA. Parents informed of DSA process. Pupils supported with DSA application.
Disability equality to be included in the PSHE curriculum, including PSED.	Teachers responsible for PSHE to ensure disability equality is included in the curriculum.	Ongoing	Pupils have a greater understanding of disability issues.	Ongoing
New staff are familiar with processes, techniques and strategies used in school.	Information to be issued to teachers via the Induction process at the beginning of the new school year, or when a teacher joins the school.	Ongoing	Induction given to all new members of staff.	New members of staff and all pupil's teachers are inducted in the SEND school system.
Ensure full access to assessments.	Pupils are given, for example, extra time, rest breaks, overlays, computer readers, word processors, small room invigilation for assessments, as necessary.	Ongoing	Pupils with difficulties in a speed of operation are allowed extra time and other reasonable adjustments in accordance with the JCQ guidance and rules to alleviate the possibility of being at a substantial disadvantage to their peers.	
Parental meetings to discuss IEPs for transfer to either Junior Section or Senior Section.	Parents involved in reviewing IEPs at transfer points, following LS assessments and at Parents' Evenings.	Ongoing	Parents are able to share their knowledge about their child in terms of strengths, weaknesses and aspirations in preparation for transfer, which can then be shared with staff at the transition school.	
Training in ASD and ADHD.	To increase staff awareness of a pupil with an ASD/ADHD profile.		Staff develop effective strategies for teaching and pastoral care of pupils with ASD/ADHD.	

<p>To ensure that current pupil profile information is transferred and made available to all staff and updated as necessary on SIMs.</p>	<p>All pupil profiles updated efficiently when new Information available from either staff, pupil or parents, and assessments and available on SIMS or via the Power BI SEND register.</p>	<p>On-going</p>	<p>Staff are able to access current information on a pupil.</p>	
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Annex 3: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

TARGET	ACTION	TIMEFRAME	OUTCOMES	REVIEW
<p>Continue to ensure all fire procedures take account of the needs of pupils and visitors with disabilities.</p>	<p>Estates Manager, Compliance Manager, Health and Safety Manager, School Heads, Head of Learning Support, and other SLT as appropriate to examine all the current procedures and risk assessments to ensure the needs of existing and future disabled pupils have been identified.</p>	<p>2023-2024 policy update and 2024-2025 policy review.</p> <p>Also, assess each September for new intake of pupils or if a known disabled pupil starts.</p>	<p>Maintain the health and safety of disabled pupils at school and ensure there is a recognised set of procedures to meet their needs.</p> <p>Personal Emergency Evacuation Plans (PEEPs) are provided for disabled pupils (included in the Fire Safety Policy).</p> <p>Evac chairs are in place for and key refresher training is provided regularly.</p>	
<p>Ensure where possible and reasonable that physically disabled pupils, staff and visitors can negotiate steps around the Foundation sites, especially school entry points, corridors and teaching areas.</p>	<p>Provide ramp access and lifts (new build projects). If this is not possible then ensure handrails are installed on steps and staircases.</p>	<p>New build projects as appropriate.</p>	<p>Disabled pupils, staff and visitors can move as freely as possible around the Foundation sites.</p>	

<p>All specific classroom and common area refurbishments take account of needs of disabled pupils, staff and visitors.</p>	<p>During future refurbishments, all aspects that would impact a disabled pupil are reviewed, e.g. location of whiteboards, location of door handles, positioning of safety signs, colour schemes, use of window blinds, etc.</p>	<p>Ongoing</p>	<p>More recent legislative changes in respect of design are incorporated to allow disabled pupils to enhance their learning and be more comfortable in school</p>	
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<p>Ensure there are adequate toilet and changing room facilities suitable for disabled pupils, staff and visitors.</p>	<p>Reviews across the Foundation are currently taking place regarding the existing buildings and resources. Recommendations and changes will be made as appropriate, taking into account accessibility.</p>	<p>Ongoing throughout 2023-2024 and 2024-2025</p>	<p>The Foundation provides appropriate facilities for the needs of disabled pupils, staff and visitors.</p>	
<p>Ensure appropriate access and facilities are included in any major new or refurbished buildings.</p>	<p>Consideration will need to be given to the redevelopment of the Foundation buildings to ensure that they are fully compliant with the Disability Discrimination Act.</p>	<p>Ongoing</p>	<p>As per architects brief.</p>	
<p>Ensure suitable parking is provided for wheelchair users.</p>	<p>Consideration to be given to a suitable location for disabled parking. School to advise.</p>	<p>Ongoing</p>	<p>Visitors to school using wheelchairs have improved access to school buildings.</p>	

Annex 4: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

TARGET	ACTION	TIMEFRAME	OUTCOMES	REVIEW
<p>Make information available more accessible to pupils with disabilities.</p>	<p>Head of Learning Support to liaise with teachers to advise the most appropriate method of delivering information to particular pupils e.g. pupils with ASD, ADHD pupils with dyslexia/dyspraxia, pupils who are visually impaired hearing or with social, emotional and mental health needs.</p>	<p>2024-2025</p>	<p>Pupils with disabilities have equal access to information. The school is able to respond quickly to requests for information in alternative formats.</p> <p>Pupils now have remote access, via Firefly, to homework resources and instructions, and to receive messages.</p> <p>Parents now have access to work set, resources available in subject areas via FireFly.</p> <p>Enlarged scripts and general written information available for pupils with visual difficulties Enlarged text books available for pupils with visual difficulties in certain subjects.</p> <p>Information available on Firefly and/or Google Classroom can be accessed through Read&Write read aloud tool. This tool can also enlarge, change the font and simplify text for accessibility.</p> <p>A folder is available on the staff drive with information about the different disabilities in terms of</p>	

			<p>identification and accommodation.</p> <p>Information on staff room notice boards.</p>	
<p>Increase staff awareness of how to improve delivery of written and spoken information.</p>	<p>Advice given to staff about strategies and training for a range of needs.</p>	<p>Ongoing</p>	<p>Staff trained to be able to support pupils with a range of needs and delivery of information.</p>	
<p>Make information available to parents of pupils with a disability or parents with a disability themselves.</p>	<p>Parents can request their preferred method of receiving information about their child(ren).</p>	<p>Ongoing</p>	<p>Parents have equal access to information about their children.</p>	
<p>A coordinated system of information about pupils which contains information on the whole child including SEND from Y7 through to Y13.</p>	<p>SIMs populated with SEND information on pupils including IEPs with password protected software.</p> <p>Power BI SEND register</p>	<p>2024-25</p>	<p>Staff have information about the pupil from entry to the point of leaving. This gives a comprehensive overview of 'the pupil'.</p>	

Appendix 1: WGSF EvacChair Trained Persons

Staff Name	School / Department	Date of Renewal
Jonothon Black	WGSF Facilities Coordinator	May 2025
Anne Taylor	QEGS Chemistry Technician	May 2025
Ben Konopinski	QEGS Head of Modern Languages	May 2025
Ricardo Alarcon-Grinan	QEGS Physics Technician	May 2025
Peter Mason	QEGS Chemistry Teacher	May 2025
Robert Westerdale	QEGS French/Spanish Teacher	May 2025
Caroline Boadman	QEGS English / Drama	May 2025
Lynne Senior	QEGS English Teacher	May 2025
Luisa Williamson	QEGS Art Teacher	May 2025
Wendy Afleck	QEGS English / Drama Teacher	May 2025
Sherry Cairns	WGHS Head of Design and Technology	May 2025
Chris Murtland	WGHS Assistant Head of Sixth Form	June 2026
Kirsty Varley	WGHS Head of Sixth Form	June 2026
Marie Caines	QEGS Head of Art	June 2026
Emma Critch	WGHS Head of Textiles	September 2026
Jim Shaw	WGHS Head of English	September 2026

WGSF EvacChairs-Existing Chairs:

QEGS

1st Floor Physics (QEGS)

1st Floor English (QEGS)

2nd Floor English (QEGS)

1st Floor M.F.L (QEGS)

6th Form Centre (QEGS)

WGHS

Basement Forest Building (WGHS) Stair Climber

1st Floor Forest Project Design (WGHS)

2nd Floor Forest D.T (WGHS)

1st Floor Gill Link Corridor Cliff End (WGHS)

1st Floor 6th Form Common Room Ross (WGHS)