



# Accessibility Plan

## Queen Mary's Grammar School

Written by: KSP/RJL

Last reviewed on: February 2025

Next review due by: February 2026

## 1. Aims

The aims of this Accessibility Plan are to ensure that Queen Mary's Grammar School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Queen Mary's Grammar School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

***At Queen Mary's Grammar School, we are 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 further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We are committed to providing a full curriculum to as many students as possible and we aims to enable all young people to achieve their full potential, academically, emotionally, physically and spiritually. In particular, the Governing Body recognises its responsibility under the Equality Act 2010 which prevents discrimination against disabled people in their access to education.***

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In particular, regard is taken of:

- the arrangements for the admission of disabled pupils
- the steps taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities provide to help disabled pupils to access the school
- increasing the extent to which disabled pupils can participate in the school's curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

The school supports any available partnerships to develop and implement the plan. We work closely with the sensory support service to ensure that we are informed of any difficulties that students with visual impairment (VI) or hearing impairment (HI) have in accessing the school site.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Schools are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### Glossary of terms

VI	Visual impairment
HI	Hearing impairment
PEEP	Personal emergency egress plan
PM	Performance management
OT	Occupational Therapy
PT	Physical Therapy
SENDCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
DSL	Designated Safeguarding Lead
DDA	Disability Discrimination Act
PE	Physical Education
HOY	Head of Year
H&S	Health and Safety
HI	Hearing impairment
VI	Visual impairment
LSA	Learning Support Assistant
HM	Headmaster
SEMH	Social, emotional and mental health

## Queen Mary's Grammar School Accessibility Plan

The plan aims to improve access to all aspects of education within Queen Mary's Grammar School and is organized in a way that helps to remove any existing barriers to student learning. It also aims to widen the opportunities for including more students within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the members of the school and to the wider community based on the promotion of self-respect and respect for others.

The plan has five sections:

1. Improvements in access to the curriculum by:

- Providing for all students a curriculum which is appropriate to their needs.
- Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it.

2. Physical improvements to increase access to education and associated services by:

- Ensuring that all the school's buildings and grounds are fully accessible to students with mobility, sensory and other impairments.
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.

3. Improvements in the provision of information in a range of formats for disabled students by:

- Providing for students and their parents/carers, information about the academy and its curriculum in a format that takes account of any disabilities.

4. The arrangements for the admission of disabled pupils

- Appropriate access arrangements are in place for the entrance examination

5. The steps taken to prevent disabled pupils from being treated less favourably than other pupils

- Promoting positive student relationships through engagement with the pastoral charter and anti-bullying policy

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Increasing the extent to which disabled pupils can participate in the school's curriculum</b>	<p><i>Our school offers a differentiated curriculum for all students.</i></p> <p><i>We use resources tailored to the needs of students who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for students with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all students.</i></p>	<p><b>Short Term</b></p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p>	<p>Curriculum modified in response to changing needs as informed by the SENDCO/SEND leads</p> <p>Plan and deliver bespoke training opportunities when the need arises</p>	<p>SENDCo</p> <p>SENDCo and DSL</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Students making expected or better progress. Learning Walks ensure this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs.</p>

		<p><b>Medium Term</b></p> <p>Ensure that we have succession planning in place for every specialist role within the school so that we will always have the expertise required within the team despite changes to staff.</p>	<p>Performance management and Further Professional Learning needs identified</p>	<p>PM Link to advise and direct training needs for staff</p>	<p>ongoing</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met</p>
		<p><b>Long Term</b></p> <p>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity</p>	<p>Recommendations from OT and PT services are actioned. Alternative and adapted equipment to be purchased if necessary.</p>	<p>SENDCo and PE department</p>	<p>ongoing</p>	<p>All students access 100% of PE lessons regardless of activity</p>

<p><b>Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school</b></p>	<p><i>The environment is adapted to the needs of students as required. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Lift</i></li> <li>• <i>Corridor width</i></li> </ul>	<p><b>Short Term</b></p> <p>Students with specific needs have all the appropriate equipment and furniture.</p>	<p>Purchase of specialised ergonomic chairs to assist access to the school environment as needed</p>	<p>OT and PT advice to SENDCo and site manager</p>	<p>Latest purchases made to accommodate transfer of student from 11-16 provision to Sixth Form</p>	
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<p><b>Improve the facilities provide to help disabled pupils to access the school</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Accessible parking bays</i></li> <li><input type="checkbox"/> <i>Accessibility toilets and changing facilities</i></li> <li><input type="checkbox"/> <i>Stair lifts</i></li> <li><i>High visibility strips to mark stairs, hand rails</i></li> </ul>	<p>Personal evacuation and lockdown plans for identified</p>	<p>Develop PEEPs for specific students. Staff informed of which students they</p>	<p>H&amp;S lead, in conjunction with site</p>	<p>Jan 2026 and ongoing</p>	<p>Identified students are aware of their PEEP. Completed PEEPs in place for</p>
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	<i>and vertical support post</i>	<p>vulnerable students and staff</p> <p>Timetables for identified students/staff are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building. i.e. Wheelchair users not timetabled in upper floor classrooms with no lift access.</p>	<p>are responsible for in an emergency situation (fire alarm or lockdown). PEEP forms are stored with emergency evacuation register held by SEND lead and brought to the evacuation point.</p> <p>Staff are informed of all students with mobility issues and create a suitable timetable to meet their need.</p> <p>RJL/line manager to have regular dialogue with staff who have additional needs</p> <p>RJL/KSP evaluation of DSE questionnaires</p>	<p>manager and SENDCo</p> <p>Timetable lead in conjunction with HOY and SENDCO for students; RJL/line manager (KSP) for staff</p>	<p>Annually</p>	<p>all identified students/staff.</p> <p>All identified students/staff are timetabled in appropriate classrooms to meet their needs</p>
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		<p><b>Medium Term</b></p> <p>To continually maintain yellow/fluorescent warning strips on vertical posts, steps and handrails, to support students/staff with VI</p>	<p>All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round.</p>	<p>Site Manager</p>	<p>Ongoing, new buildings and sites to be included</p>	<p>All students with VI are able to navigate successfully around school safely</p>
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<p><b>Long Term</b></p> <p>To ensure that all new and existing buildings and rooms allow independent access for all</p>	<p>New plans to be closely monitored. Ensure total compliance with building and DDA regulations.</p> <p>Increase the number of automated doorways for students who would ordinarily rely on LSA or teacher support to open doors</p> <p>Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users.</p>	<p>Site Manager</p>	<p>Ongoing</p>	<p>All students/staff are able to independently access all areas of school both internally and externally</p> <p>Students/staff are able to independently navigate the whole building unaided. With the exception of upper story classrooms without a lift in operation.</p>
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<p><b>Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled</b></p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Soundfield systems available most curriculum areas</i></li> <li>• <i>Pictorial or symbolic representations</i></li> <li>• <i>British Sign Language</i></li> </ul>	<p><b>Short Term</b></p> <p>Investigation and research needed to provide HI student with an alert device. Allowing access to all school alerts, to include fire alarms and intruder alarms.</p>	<p>A suitable device to be agreed with the school and student that will allow SMS alert direct to the student. In times when they are without an adult or fellow student to alert them of alarm. This will also benefit them to increase independence.</p>	<p>HOY in conjunction with SENDCo and Site Manager to source suitable and affordable device that will work.</p>	<p>Jan 2026</p>	<p>Student and staff to be confident that alerts are clear and Student can become more independent.</p>
		<p><b>Medium Term</b></p> <p>All sound field systems have been serviced and operational</p> <p>Mobile hearing loop system in all large rooms/venues within the school site</p>	<p>All Curriculum areas to be adequately covered</p> <p>Hall and Auditorium covered with hearing loop system</p> <p>Design and Technology to have a portable soundfield unit installed</p>	<p>Site Manager in conjunction with SENDCo</p>	<p>Review Jan 2026</p>	<p>Improved systems across the school will support students with HI more effectively.</p>

		<p><b>Long Term</b></p> <p>Flashing alarm/ alert for HI students.</p>	Flashing alerts are installed to work with current audio bell system	Site Team	To be discussed	All students with a HI are able to access all alerts.
<p><b>The arrangements for the admission of disabled pupils</b></p>	<p><i>Parents may apply for special arrangements to be made for those children who satisfy the Governors that they have special educational needs, or who suffer from a disability.</i></p> <p><i>A delegated panel of Governors will take professional advice and decide what arrangements (if any) should be made to allow such a candidate not to be disadvantaged in the Test.</i></p> <p><i>It is probable that if special arrangements are made, the Test would be taken on a different day from that indicated above.</i></p>	<p><b>Short/medium Term</b></p> <p>Use of a certified Ed Psych to assess applications and suggest amendments</p> <p>Ensuring all invigilation staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p>	Access Arrangements given for testing	Exams officer	Feb 2025 (for summer exams)	<p>Appropriate arrangements are in place</p> <p>Invigilation staff are confident with access arrangements, Students benefit from an adapted examination/ facilities</p>

<b>Steps taken to prevent disabled pupils from being treated less favourably than other pupils</b>	<i>Principles from the School's Core Values, Equality Policy and Anti-Bullying Policy are shared and promoted through the Home-School Agreement</i>	<b>Short/medium Term</b>				
		Regular updates to parents and students about principles	Monthly HM updates	HM	Ongoing	Ongoing understanding
		Full integration of the student welfare hub and SEMH support facilities	Referral mechanisms advertised	GKC	Jan 2026	Students aware of reporting and referral mechanisms
		Year group and whole school assemblies	Weekly assemblies to pick up relevant themes	RJL/HOYs	Ongoing	Students/staff are aware of standards and expectations

## **Monitoring arrangements**

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing body and the Headmaster

## **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Admissions policy
- Home-school agreement
- Admissions policy
- Equality policy
- Health and safety policy
- Special educational needs and disability policy
- Supporting students with medical conditions policy

