



Accessibility Plan

QES & QESstudio

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities, (disabilities can be visible and hidden, and include neurodiversity) and 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.
- QE schools also aims to make itself accessible for all staff and its wider community.

Our schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

QE encompasses two schools QES and Studio school both of which have the motto Scholarship and Care.

“all children with and without disabilities or difficulties of all races, colour, sex, and religious denomination share together, socialise together, learn together, develop physically, creatively, spiritually, and intellectually to the best of their abilities whatever their needs. An inclusive school prepares young people for full participation in the life of the community.”

QE schools will make the plan available online on each individual school websites, and paper copies are available upon request.

Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability and SEND issues.

The schools supports any available partnerships to develop and implement the plan.

These partnerships include LLT, SLF, North Yorks, Cumbria, Lancashire CC. as well as outside agencies and charities.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of the schools in the trust, 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 pupils, parents, staff, trustees 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 and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for neurodiverse pupils and pupils with disabilities	Remove barriers to learning and participation, allow all students access an ambitious curriculum and to make expected or above expected progress • We plan a challenging and ambitious curriculum within which all students can achieve. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum progress is tracked for all pupils, including those with SEND. • Targets are set effectively and are appropriate for pupils with additional needs. • We liaise with our partner agencies to ensure we utilise all avenues of support and provision. • We provide curriculum and wider opportunity resources that explore the celebrate the contribution of people with SEND	Ensure all staff have access to the information required for them to meet the needs of their learners. Information to be provided via Student Support Plans, Therapeutic Inclusion Plans, Pastoral Support Plans and as summarised on tracker information on Bromcom. The taught curriculum, including the PD curriculum to include awareness of disabilities both hidden and visible Student information to be communicated in a timely and appropriate fashion at key transition points.	Review SEND register at least annually. At least annual and termly reviews for SEND students. Bromcom to reflect live updates. Staff briefing time and email communication to be used to share updates. Curriculum intent review to identify SEND and inclusion priorities. Enhanced transition planning for SEND students The transition timeline to be implemented including through handover at Key Stage transition points. Physical accessibility planning and	SENDCo and Dep. SENDCos SENDCO All staff SEND admin support All staff. HODs, HOYs and pastoral staff. HODs, all teachers. HOYs, SENDCos, pastoral staff.	Ongoing as per statutory time frames and annual SIP planning. Autumn 1 2025 Ongoing as per the timeline.	Students with SEND achieve at or beyond their own targets and in line with their peers. Curriculum maps are quality assured and reviewed at least annually.

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
		A comprehensive SEND training programme exists for all staff and Governors	timetabling with associated resource allocation. Annual CPD to be formulated to reflect the needs of the cohort and wider school Inclusion priorities. New staff and Governor induction to incorporate SEND training	AHT Timetabling, SENDCos, site team DHT, QE. Trust SENDCos. All staff and Governors to attend.	By July in each academic year As per CPD schedule.	There are no physical barriers to curriculum or extra-curricular access. Staff feel confident deploying adaptive teaching strategies in their teaching and the impact of this is evident through pupil progress data, learning walks, pupils voice and appraisal documentation. The CPD programme is delivered and staff feedback is positive. Students make effective transitions across Key Stages and report positively about the process. Time frames are met regarding information handover and preparation of materials for new staff.

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
	Students with SEND are appropriately represented in events outside of the curriculum. Including, trips and visits.	Continue to map and monitor this to ensure this also applies to the full range of extra and super-curricular opportunities.	Further develop a shared protocol for monitoring participation in such events.	EVC and admin support	Sept '26	SEND participation matches or exceeds that of the wider population.
	A JCQ compliant Access Arrangements protocol exists and is under continual review.	Continue to review this to ensure it is statutorily compliant but also manageable and useable for both schools.	Introduce a common format for collation of 'teacher evidence' utilising for efficient electronic information collation. Move external assessment process to earlier in KS4 to provide	Dep SENDCo KS4 and exams team. Dep SENDCo and external assessor	Sept '25 Sept '26	The AA protocol will be compliant and successfully assessed when the external moderator visits.

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
		Continue to review access arrangements as KS3 and how these are assessed and implemented.	additional time for adoption. Review Access Arrangements at least annually. Share best practice for informal assessment AA in dept handbook.	SENDCos	May 2026	
Improve and maintain access to the physical environment for the entire school community	Our unique, large and complex site provides several challenges related to access due to distances between buildings, changes in elevation and steps into buildings. The environment of each school is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Lift access	• Ramp access to all buildings short term • Current lifts maintained and working, accessible routes to be earmarked where no lift in place short term • Adequate corridor width for wheelchair access provided • Provide a suitable number of disabled bays provided • Disabled toilets and changing, some with radar key provided • Reduce the height of bookshelves to allow access for all short term	All lifts in full use Shelves reduced to an accessible height	Site J Bousfield	Academic year 2025-26 July 2025	Shelves altered

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
		- Adjustable height tables and chairs in a range of classrooms provided - Car park and pathways to LSC to be fully accessible for all users provided - Adapted Food tech area and DT rooms provided - QESstudio downstairs lift access during lunch and break short term - Lift access for fire alarms medium term	Provided according to individual time-tables. Management of lunch/break queues for CafeS Evac Chair required outside food	Duty staff Site Team	Ongoing June 2025	Complete Complete Complete Fully accessible lifts Evac Chair in place
Improve the delivery of information to pupils with a disability	Help all student to access all areas of school making the most of technology and modern signage. Our schools use a range of communication methods to make sure information is accessible. This includes: - Internal signage - Large print resources - Braille - Induction loops - Pictorial or symbolic representations	The trust aims to make communication accessible for all students to this end we will provide: - Large clear internal signage. - Range of large print and coloured paper options. - Visual Impairment team who are trained to convert resources into braille and use and set up a variety of online and computerised systems to		VI team in learning support	Ongoing Ongoing with regular training	

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
		aid students in class and out. • Main hall, ST1, Harlequinn theatre all have induction loops. • Provide Hearing impairment support for students with hearing difficulties • All steps to be marked and colour safety strips added to treads.		Site team Hearing impairment learning support Site team	Ongoing	

3. Action plan

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

“Using strategies that are part of a pupil-centered approach to education in which the staff intended to understand the strengths and needs of the pupil and make tailored adaptations to the whole curriculum. This helped several schools to include pupils, enabling them to participate in the varied aspects of mainstream school life alongside their peers. Previous research has found that this kind of inclusion helps achieve a positive school experience for all pupils.”

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Governing body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy