

# Our Lady Queen of Peace

Catholic Engineering College



## Accessibility Plan

Date of Policy	Sept 2024
Date of Review	Sept 2025

## Mission Statement

### In Christ We Grow

As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

The accessibility policy and plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all students, 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
2. Our Lady Queen of Peace aims to ensure the accessibility of provision for all students, staff and visitors to the school.
3. The plan will be updated every 3 years.
4. The accessibility plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for students with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. 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 students in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, 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.

The plan will be monitored by governors.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

- There are very few parts of the school to which disabled students have limited or no access.
- In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

Current Position:

- The majority of the buildings are accessible for all with only a small area of the school (near the library) where there is no accessibility.
- SEND information is shared with all staff in a number of formats and a large number of children have individualised student passports which specify their needs and support mechanisms.
- All extra-curricular activities and field trips can be accessed by all students – although a risk assessment maybe necessary if determined by the school.
- There is a large group of first aiders on the school site.
- All children can access the full curriculum but we do modify curriculum access for students where the need arises. This is only done in agreement with the student and parent.
- Exam Access arrangements follow the JCQ guidance.
- School will work with parents to monitor the educational and health needs of students and will refer to external agencies where appropriate.
- The school has a large and effective safeguarding team and will refer to appropriate agencies, where appropriate.

Future plans:

	<b>Target</b>	<b>Outcome</b>	<b>Strategies</b>	<b>Time frame</b>
Medium Term	Continual monitoring of the needs of students to ensure future refurbishment work benefits students with physical disabilities	If needs are suspected or identified seek support and advice from the appropriate agency/ support strategy	<ul style="list-style-type: none"> <li>- parental meetings</li> <li>- use of school data to assess students</li> <li>- internal assessment of need i.e. dyslexia screening</li> <li>- referral to external agency</li> <li>- EP assessment</li> </ul>	Ongoing

	<b>Target</b>	<b>Outcome</b>	<b>Strategies</b>	<b>Time frame</b>
Medium Term	Review all school policies to ensure that they do not discriminate the needs of disabled students, staff or visitors.	Provide relevant information to all staff/ governors with responsibility for reviewing school policies  Ensure policies are accessible to all of the OLQP community	All policies will be reviewed on a regular basis by staff and then governors	Ongoing
Medium Term	Ensure that all children access quality first teaching that allows for progress	All children including SEND and PP make progress in line with their peers  Improved outcomes for all children	<ul style="list-style-type: none"> <li>- Implemented teaching and learning CPD</li> <li>- use of outside support to review the school development</li> <li>- continued high quality SEND information shared with staff</li> <li>- continued use of JCQ exam entry requirements</li> </ul>	Ongoing
Long Term	Accessibility audit of the school	In line with policy key identified staff and governors to complete an accessibility audit	Engage an appropriate means of conducting audit or appropriate body	July 2025