

Queen Elizabeth High School



Accessibility Plan

#SD2

Last amended 10th September 2025

To be reviewed no later than August 31st 2028

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Monitoring and review

Common abbreviations and acronyms

AA	Admissions Authority	HASH	Herefordshire Association of Secondary Heads
AAI	Adrenaline Auto-Injector (Epi Pen)	HBV	Honour Based Violence
ACM	Asbestos Containing Materials	HR	Human Resources
AFH	Academies Financial Handbook	H&S	Health and Safety
AHT	Assistant Headteacher	HoS	Head of School
AIR	Attendance Intervention Reviews	HSE	Health and Safety Executive
APIs	Application Programme Interfaces	ICO	Information Commissioners Office
BAME	Black, Asian and Minority Ethnic Backgrounds	IHP	Individual Healthcare Plan
BCP	Business Continuity Plan	IRMS	Information and Records Management Society
BFR	Budget Forecast Return	IWF	Internet Watch Foundation
CAMHS	Child and Adolescent Mental Health Services	KCSIE	Keeping Children Safe in Education
CEO	Chief Executive Officer	KS1/2/3/4	Key Stage 1/2/3/4
CFO	Chief Financial Officer	LAC	Looked After Child
CIF	Condition Improvement Fund	LADO	Local Authority Designated Officer
CIN	Child in Need	LGB	Local Governing Body
CLA	Children Looked After	LLC	Low-Level Concerns
CMIE	Child Missing in Education	LSA	Learning Support Assistants
COO	Chief Operating Officer	MASH	Multi-Agency Safeguarding Hub

COSHH	Control and Substances Hazardous to Health	MAT	Multi-Academy Trust
CP	Child Protection	MFA	Multi-Factor Authentication
CPD	Continuing Professional Development	MFL	Modern Foreign Language
CSCS	Children's Social Care Services	NCSC's	National Cyber Security Centres
CSE	Child Sexual Exploitation	NPQEL	National Professional Qualification in Executive Leadership
CTIRU	Counter-Terrorism Internet Referral Unit	PA	Persistent Absence
CWD	Children with Disabilities	PAN	Published Admission Number
DBS	Disclosure and Barring Service	PECR	Privacy and Electronic Communications Regulations
DDSL	Deputy Designated Safeguarding Lead	PEP	Personal Education Plan
DfE	Department for Education	PEEP	Personal Emergency Evacuation Plan
DHT	Deputy Headteacher	PEx	Permanent Exclusion
DSE	Display Screen Equipment	PLAC	Previously Looked After Child
DSL	Designated Safeguarding Lead	PP	Pupil Premium
DPO	Data Protection Officer	PSHE	Personal, Social and Health Education
EAL	English as an Additional Language	PSED	Public Sector Equality Duty
ECT	Early Career Teacher	PTFA	Parent, Teacher and Friends Association
EHA	Early Help Assessment	RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
EHCNA	Education, Health and Care Needs Assessment	RHE	Relationships and Health Education

EHCP	Education, Health and Care Plan	RSHE	Relationships, Sex and Health Education
EHE	Elective Home Education	SALT	Speech and Language Therapist
ELSA	Emotional, Literacy and Support Assistant	SARC	Sexual Assault Referral Centre
ESFA	Education and Skills Funding Agency	SBM	School Business Manager
EVC	Educational Visit Coordinator	SCCs	Standard Contractual Clauses
EWO	Education Welfare and Safeguarding Support Officer	SDQ	Strengths and Difficulties Questionnaire
EYFS	Early Years Foundation Stage	SEMH	Social, Emotional, and Mental Health
FBV	Fundamental British Values	SENCO	Special Educational Needs Coordinator
FGM	Female Genital Mutilation	SEND	Special Educational Needs and Disabilities
FOI	Freedom of Information	SLA's	Service Level Agreements
FSM	Free School Meals	STEM	Science, Technology, Engineering and Maths
FTS	Find a Tender Service	TA	Teaching Assistant
GAG	General Annual Grant	TCAT	Three Counties Academy Trust
GDPR	General Data Protection Regulation	VSH	Virtual School Headteacher
GIAS	Get Information about Schools		
GPA	Government Procurement Arrangement		

Statement of intent

This plan outlines how Three Counties Academy Trust (TCAT), and our schools, aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment, and information).

This plan relates specifically to Queen Elizabeth High School and will be maintained by the Head of School and their SLT.

A person is regarded as having a disability under the Equality Act where 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 our schools 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, TCAT, and where appropriate the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust 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
- The Executive Headteacher/CEO, Headteachers/Heads of School and other relevant members of staff
- Trustees and Local Governors

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following TCAT and school policies:

- Data Protection Policy (FI20)
- Admissions Policy Trust Level (GN1)
- Equality Information and Objectives Policy (GN7)
- Pupil Equality, Equity, Diversity, and Inclusion Policy (GN19)
- Staff Equality, Equity, Diversity, and inclusion Policy (GN20)
- Health and Safety Policy (HS1)
- Special Educational Needs and Disabilities (SEND) Policy (SD3)
- Supporting Pupils with Medical Conditions Policy (SG4)
- Administering Medication Policy (SG20)

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

2. Roles and responsibilities

The Trust Board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan
- Approving this plan before it is implemented

The Local Governing Body will be responsible for:

- Monitoring the Head of School/SLT to ensure the plan is reviewed at least annually

The Executive Headteacher/CEO and Head of School will be responsible for:

- Working closely with the Trust Board, SENCO, Local Governing Body, the LA, and external agencies to effectively create and implement TCAT's Accessibility Plan for Queen Elizabeth High School

The SENCO will be responsible for:

- Ensure that staff members are aware of pupils' disabilities and medical conditions
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise
- Working closely with the Executive Headteacher/CEO, Head of School, The Trust Board and Local Governing Body to ensure that pupils with SEND are appropriately supported
- Ensuring they have oversight of the needs of pupils with SEND attending their school, and advising the Executive Headteacher/CEO and Head of School in relation to those needs as appropriate

Staff members will be responsible for:

- Acting in accordance with this plan at all times
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice
- Ensuring that their actions do not discriminate against any pupil as a result of their disability

3. The accessibility audit

The Trust Board or where delegated, the Local Governing Body, will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers
- **Access to the physical environment** – the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers
- **Access to information** – the extent to which pupils with disabilities can access information on an equal basis with their peers

When conducting the audit, the Trust Board or where delegated, the Local Governing Body, 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

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

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum: Queen Elizabeth High School

Short term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Provide CPD for staff on autism and ADHD.	SENDCo	CPD records; lesson observations	Staff more confident in supporting neurodiverse learners.
Audit and purchase assistive technology (reading pens, text-to-speech, dictation).	SENDCo	Usage logs; progress tracking	SEND pupils gain independent access to the curriculum.
Audit and Introduce literacy interventions for dyslexic pupils.	SENDCo	Intervention records; assessments	Improved literacy outcomes and confidence.
Develop bank of differentiated resources in core subjects.	Faculty Leaders / SENDCo	Resource audits; lesson observations	Inclusive curriculum resources consistently available.
Launch structured KS3 reading programme.	English Faculty	Reading age data; progress reports	Improved reading fluency and comprehension.
Audit schemes of work for accessibility.	Faculty Leaders	Audit reports; SLT scrutiny	Schemes reflect inclusive practice.
Train Teaching Assistants on classroom strategies.	SENDCo	TA appraisal; classroom observations	TAs deliver high-quality targeted support.
Introduce visual timetables and task lists.	Class Teachers	Learning walks; pupil feedback	Reduced anxiety and improved organisation.
Pilot adapted maths resources for pupils with dyscalculia.	Maths Faculty	Assessment data; student feedback	Increased progress in numeracy for targeted pupils.
Hold SEND parent forums to gather feedback.	SENDCo	Forum attendance; feedback records	Parents contribute to curriculum improvements.

Medium term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Embed differentiated teaching strategies across subjects.	SENDCo / Faculty Leaders	Learning walks; work scrutiny	Inclusive teaching consistent across school.
Expand qualification routes (Entry Level, Functional Skills).	Exams Officer / SLT	Curriculum audit; outcomes data	Wider access to appropriate accreditation for SEND pupils.
Develop inclusive extracurricular provision.	SENDCo / SLT	Participation data; pupil surveys	SEND pupils participate fully in school life.
Introduce Universal Design for Learning (UDL) principles.	Faculty Leaders	Scheme of work reviews	Lessons proactively designed for diverse learners.
Expand assistive technology use across classrooms.	SENDCo	Usage data; staff feedback	Assistive technology embedded in everyday learning.
Create structured SEND transition programme Year 6–7.	Deputy Headteacher / SENDCo	Transition records; parent surveys	Smooth transition reduces anxiety and supports learning.
Adapt homework policy to ensure accessibility.	SLT	Policy reviews; parental feedback	Homework accessible and achievable for all pupils.
Provide training on SEMH needs.	SENDCo	Training evaluations; behaviour data	Staff skilled in meeting SEMH needs.
Increase nurture group provision for KS3 pupils.	SENDCo	Attendance and progress data	Improved wellbeing and academic outcomes.
Strengthen exam access arrangements system.	SENDCo / Assistant Headteacher Assessment	Access arrangements reviews	SEND pupils supported to achieve their potential.

Long term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Comprehensive review of curriculum accessibility.	Head of School / LGB	Audit reports; Ofsted feedback	Fully accessible curriculum for all learners.
Introduce peer mentoring for SEND pupils.	SENDCo	Mentoring programme evaluation	Peer support improves confidence and attainment.
Ensure curriculum prepares SEND pupils for life beyond school.	Assistant Headteacher Assessment / SENDCo	Destinations data; pupil voice	Improved post-16 transitions for SEND pupils.
Embed SEND strategies into departmental handbooks.	Faculty Leaders	Policy reviews; SLT scrutiny	Consistent SEND practice across departments.
Develop external partnerships for curriculum support.	SENDCo / SLT	Partnership records; pupil outcomes	Specialist support enriches curriculum provision.
Tailor careers guidance programmes to SEND pupils.	Assistant Headteacher Assessment / SENDCo	Programme evaluation; destinations tracking	SEND pupils achieve aspirational post-16 outcomes.
Update Teaching and Learning Policy with accessibility focus.	SLT / Governing Body	Policy reviews; lesson observations	Accessibility embedded into teaching ethos.
Appoint SEND champions in each subject.	Faculty Leaders	Role evaluations; department reviews	SEND consistently prioritised within subject delivery.
Establish SEND alumni mentoring network.	SENDCo / Head of School	Alumni participation records	Positive role models inspire and guide pupils.
Commission independent curriculum accessibility audit every 3 years.	Trust Board	Audit reports; action plans	Continuous improvement in accessibility provision.

5. Planning duty 2: Physical environment: Queen Elizabeth High School

Short term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Audit signage and replace with high-contrast versions where required.	Trust Estate Manager	Accessibility audit reports	Visually impaired pupils and visitors can navigate independently.
Ensure PEEPs in place for all pupils with mobility needs.	SENDCo / DSL	PEEP register reviews; fire drill logs	All pupils can evacuate safely in an emergency.
Repair uneven playground/path surfaces where required.	Trust Estate Manager	Premises inspections	Reduced risk of trips and improved wheelchair accessibility.
Install tactile strips at staircases where required.	Trust Estate Manager	Premises audits	Improved safety for visually impaired pupils.
Improve corridor lighting where required.	Trust Estate Manager	Lighting survey	Improved visibility and safety throughout school.
Audit and provide adjustable desks and chairs where required.	SENDCo / Trust Estate Manager	Furniture audit records	Pupils with physical needs supported to work comfortably.
Repaint external steps with anti-slip paint where required.	Trust Estate Manager	Premises inspection logs	Reduced risk of accidents on site.
Service automatic door closers for accessibility.	Trust Estate Manager	Maintenance logs	Improved access for pupils with limited mobility.
Ensure accessible toilets are signposted and equipped.	Trust Estate Manager	Facilities audit	Accessible toilet facilities available to those who need them.
Install braille/tactile classroom labels where required.	Trust Estate Manager	Accessibility feedback audit	Visually impaired pupils can independently find classrooms.

Medium term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Install automatic door openers at entrances where required.	Trust Estate Manager	Premises inspection reports	Improved independent access for pupils with disabilities.
Adapt classrooms with height-adjustable workstations if required.	Trust Estate Manager / SENDCo	Classroom audits; pupil feedback	Inclusive learning environment across multiple classrooms.
Upgrade corridor lighting to accessibility standards where required.	Trust Estate Manager	Lighting audits	Safer navigation across the site.
Create quiet sensory room if required.	SENDCo	Usage logs; pupil feedback	Safe space reduces stress and improves focus.
Ensure library/ICT have adjustable desks if required.	Trust Estate Manager	Facility audits	All pupils able to use resources independently.
Improve playground accessibility and quiet zones where required.	Trust Estate Manager / SLT	Premises inspections; pupil surveys	Increased participation in play for all pupils.
Install signage with pictograms for EAL/SEND as required.	Trust Estate Manager / SENDCo	Audit reports	Improved wayfinding for pupils with additional needs.
Train premises staff in accessibility compliance.	Trust Estate Manager	Training records; audits	Staff proactive in maintaining accessible environment.
Install induction loop systems in hall/classrooms if required.	Trust Estate Manager	System testing logs	Improved access for pupils with hearing impairments.
Adapt science labs with accessible benches/equipment where required.	Faculty Leader / Trust Estate Manager	Lab safety audits	Safe participation in practical subjects for all pupils.

Long term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Install lifts if clear identifiable need.	Trust Board / Trust Estate Manager	Compliance inspections	Full access to learning spaces for pupils with mobility needs.
Refurbish PE changing with hoists/showers if required.	Trust Estate Manager	Premises audits; pupil feedback	SEND pupils can participate fully in PE and sport.
Ensure all new builds fully accessible at design stage.	Trust Estate Manager / SENDCo	Planning documentation	Sustainable accessibility for all new facilities.
Develop accessible outdoor learning spaces.	SLT / Trust Estate Manager	Premises inspection reports	SEND pupils access outdoor curriculum safely.
Add accessible toilets/changing facilities across site if required.	Trust Estate Manager / SLT	Facilities audits	Improved dignity and independence for pupils with physical needs.
Upgrade fire alarms with visual beacons if required.	Trust Estate Manager	System testing logs	Inclusive safety provision during emergencies.
Improve accessibility of theatre/performance spaces as required.	Trust Estate Manager	Premises audits; event reviews	SEND pupils participate fully in performing arts.
Introduce rolling programme of accessibility upgrades.	Trust Board / Trust Estate Manager	Capital works reports	Accessibility continuously improved as part of school development.

6. Planning duty 3: Information: Queen Elizabeth High School

Short term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Provide newsletters/policies in large print/easy read.	Office Manager	Request logs; parental feedback	Visually impaired parents and pupils access school information fully.
Ensure school website meets Web Content Accessibility Guidelines (WCAG) 2.1 standards.	SENDCo / IT Support	Website audits	Accessible website for all users including those using screen readers.
Train staff to create accessible classroom resources.	SENDCo	Resource audits; lesson observations	Pupils with SEND can engage fully with resources.
Create simple-language guides for key documents.	SENDCo / Office Manager	Document reviews; parental feedback	Parents with EAL or literacy needs can access essential information.
Provide homework instructions in accessible formats.	Teachers	Homework platform checks; pupil feedback	Improved understanding of tasks by pupils with SEND.
Publish key policies in audio format.	Office Manager	Request records; user feedback	Improved access for visually impaired parents and pupils.
Add captions to all school videos.	SLT	Video audit records	Deaf and hearing-impaired users access school communications.
Write school reports in plain English.	Teachers / Assistant Headteacher Assessment	Report audits; parental feedback	Parents better understand pupil progress and needs.
Offer parent consultation forms in multiple formats.	Office Manager / SLT	Feedback forms; response rates	Increased parental participation in school consultation.
Display pictorial information posters.	SENDCo / Trust Estate Manager	Visual audits; pupil voice	SEND and EAL pupils understand school rules and routines.

Medium term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Train staff in accessible communication formats.	SENDCo / Office Manager	Training records; communication checks	All school communications accessible in multiple formats.
Develop parent portal with accessibility tools.	SENDCo / Office Manager	Portal analytics; parental surveys	Parents can access information independently in preferred format.
Create system for accessible exam materials.	SENDCo / Assistant Headteacher Assessment	Exam review meetings	SEND pupils supported fairly in assessments.
Use dyslexia-friendly fonts in newsletters.	SLT / Office Manager	Internal communication audits	Improved staff wellbeing and access to information.
Provide visual timetables for school events.	SLT / Office Manager	Parent feedback; attendance rates	Parents and pupils understand school calendar more clearly.
Write school reports in plain English.	Teachers / Assistant Headteacher Assessment	Report audits; parental feedback	Parents better understand pupil progress and needs.
Add SEND section to school website with resources.	SENDCo	Website analytics; parent feedback	Parents of SEND pupils access support more easily.
Publish video guides for key processes.	SLT	Feedback surveys; view counts	Parents and pupils have improved understanding of key processes.
Ensure emergency alerts accessible across platforms.	SLT	System checks; parent feedback	Critical information reaches all families quickly and effectively.
Provide bilingual newsletters for EAL families.	Office Manager / SLT	Translation requests; parental surveys	Parents with limited English can engage with school life.

Long term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Ensure prospectus/policies designed for accessibility.	SLT	Document reviews; parental surveys	All families can engage with official school documents.
Create SEND pupil voice group to review communication.	SENDCo	Meeting minutes; action logs	Students influence accessibility improvements.
Embed accessibility standards into procurement.	SLT / SBM / CFO	Annual IT audits	Digital systems consistently meet accessibility standards.
Provide braille versions of key documents.	Office Manager / SENDCo	Requests fulfilled; feedback records	Blind and visually impaired families included in school life.
Develop multilingual video library for parents.	SLT	View counts; parental surveys	Parents with EAL access key school information.
Audit and update as required school communication app with accessibility tools.	SLT	App analytics; feedback	Families access information on multiple devices easily.
Establish annual accessibility forum with parents/pupils.	SLT / SENDCo	Forum records; feedback	Community contributes to accessibility planning.
Develop accessible alumni communication system.	Head of School / SENDCo	Alumni participation rates	SEND alumni remain connected and supportive of school community.
Commission external communication accessibility audit every 3 years.	LGB / SLT	Audit reports; follow-up action plans	Continuous improvement in school communication accessibility.

Monitoring and review

This plan will be reviewed at least annually, and in line with the published schedule at the front of this document and at any point material changes require it by the Head of School in collaboration with the Local Governing Body, the Trust Board and Executive and Senior Leadership.

Any changes made to the policy will be amended by the Head of School and will be communicated to Executive Leaders, the TCAT Central Team and to school-based staff.

The next scheduled review date for this policy is 31st August 2028.

Signed by:

_____ Head of School

Date: _____

_____ Chair of Local Governing Body

Date: _____