



QUEENS' SCHOOL

Dare to be Great

SEND Accessibility Plan

1. Introduction

The purpose of this plan is to show how Queens' School intends, over time, to increase accessibility to the curriculum, the physical environment and written information so that all students with a disability can take full advantage of their education and associated services.

2. Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect which means that there is a significantly greater difficulty in learning than the majority of others of the same age which calls for special educational provision to be made for them.

3. Key Aims

To increase and eventually ensure for students with a disability that they have:

- Total access to our setting's environment, curriculum and information.
- Full participation in the school community.

3. Principles

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND Information Report.

- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled students less favourably
 - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties trustees have regard to the Equality Act 2010, Queens':
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability

- recognises the effect their disability has on his/her ability to carry out activities
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is adapted, personalised and age appropriate.

5. Increasing access for disabled students to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in school clubs, enrichment activities and school visits. These should include both leisure and cultural activities.

Ensuring children and young people with SEND can access the curriculum is an essential element of high quality inclusive provision. It enables them to make good progress and achieve outcomes that prepare them well for adulthood. The ways in which we increase access include:

- Changes to teaching and learning arrangements such as in class support from a Learning Support Practitioner.
- Classroom organisation. Students with disabilities such as a vision or hearing impairments may need to sit towards the front of the classroom, as advised by specialist professionals.
- Timetabling changes. Some students with a disability may require modifications to their timetable, as advised by specialist or medical professionals or legislative documents such as an Education Health and Care Plan (EHCP).
- Providing a broad, balanced and inclusive curriculum, tailored to meet the needs of all students with or without a disability.
- Quality first teaching. Teaching staff provide a high quality, adapted and personalised curriculum in which all students, inclusive of students with a disability can access. Barriers to learning should be removed, allowing all students to achieve.
- SEND students have access to specific interventions to support core skills in literacy and numeracy through Spellzone and Lexia UK, Powerup or Core 5. SEND students have access to these interventions throughout KS3 as required. KS4 students are identified in Year 9 and follow a specific curriculum at KS4, incorporating a focus curriculum, supporting and improving literacy and numeracy skills.
- Staff incorporate advice and guidance provided by specialist and medical professionals in order to allow all students with disabilities to access a full, broad and balanced curriculum.
- Access to the full range of curricular and extra – curricular activities, trips and visits, both leisure and cultural.
- Staff awareness of SEND, PP and medical plans for individual students with or without a disability.
- Use of appropriate assessments to agree outcomes.
- Modified resources. Students with a SEND will have access to modified resources, both in lessons and internal and external examinations. Students with a SEND are assessed by a specialist and barriers to their learning and access to both classwork and examinations are removed. Access Arrangements will be in place for these students. Some students will have an entitlement to extra time, an electronic reader, through the use of MWS reader which converts text to speech, a human scribe, modified enlarged papers, braille, laptop use, smaller venues, tilted writing supports, wobble cushions, overlays, dyslexia friendly prescription spectacles, hearing aids etc.
- Effective classroom practice to promote independence.
- Effective, current CPD for staff to support, advice and inform them of the needs of SEND students, allowing staff to effectively meet the needs of individual students through high quality provision.
- As a 'Bring Your Own Device' school (BYOD), all students have access to their own device which can be used in lessons.

6. Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Our school is committed to improving the physical environment to increase the extent to which students with SEND can take advantage of education. We ensure the provision of:

- Calming areas and safe places – The Learning Support Department, Inclusive Learning space, medical room and Student Support areas all offer calm, quiet, safe spaces in which students with SEND or medical conditions such as ASD, ADHD or anxiety for example can use their issued timeout cards for an allocated period of time. This allows those students time to calm, refocus and prepare themselves, with the support of staff.
- Ramps, handrails, widened doorways, adapted toilets and lifts.
- Classrooms and public areas that are designed with good acoustics in mind.
- Induction loops and radio aids.
- Blinds.
- Clear signage.
- Yellow markings on stairs and walkways.

7. Improving the delivery of written information to disabled pupils.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include modifications to:

- Handouts.
- Personalised timetables.
- Textbooks and information about school events.
- The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.
- Arrangements can be made for parents/carers with sensory difficulties or language barriers such as specialists able to communicate through sign language and translators.

The requirement in the 2014 Children and Families Act to develop a Local Offer has the express purpose of making information more accessible. We ensure the provision of:

- Enlarged handouts and modified exam papers.
- Visual timetables with colour coding.
- Access to homework online via Class Charts and Google Classroom.
- Access to the Learning Resource Centre and the ICT facilities.
- Clear communication home via email and text.

8. Financial Planning and control

The Headteacher, Senior Leadership Team and the Finance and General Purposes Committee will review the financial implications of the Accessibility Plan as part of the normal budget review process.

9. Linked Policies / Documents

- SEND Policy
- SEND Core Offer
- SEND Information Report

SLT: Mrs Vaughan

Committee: C&S

Trustee Approved: September 2026

Review date: Annual

Queens' School (Bushey) Ltd (registered number: 076506090)



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Equality and Diversity Impact Assessment

Aim and Objectives

Queens' School is committed to promoting fairness in opportunity. We therefore conduct Equality and Diversity Impact Assessments on policies to understand their potential effects on different groups of people.

Policy Assessment

	Positive Impact	Negative Impact	No Impact	Findings
Race			✓	
Religion and/or belief			✓	
Sex (Gender)			✓	
Gender Identity			✓	
Disability	✓			More likely to be affected
Age			✓	
Sexual orientation			✓	
Marriage and/or civil partnership			✓	
Pregnancy and/or maternity (including surrogacy and adoption)			✓	
Other identified group (e.g. carers)			✓	

Action Planning

How do you intend to mitigate or eliminate any negative impact identified?	If a positive impact is identified, how do you intend to promote or develop this opportunity?	Where negative impact has been identified, can it be justified? If so, explain how.
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	Reasonable adjustments	

Monitor and Review	
The policy will be monitored through feedback from stakeholders	

