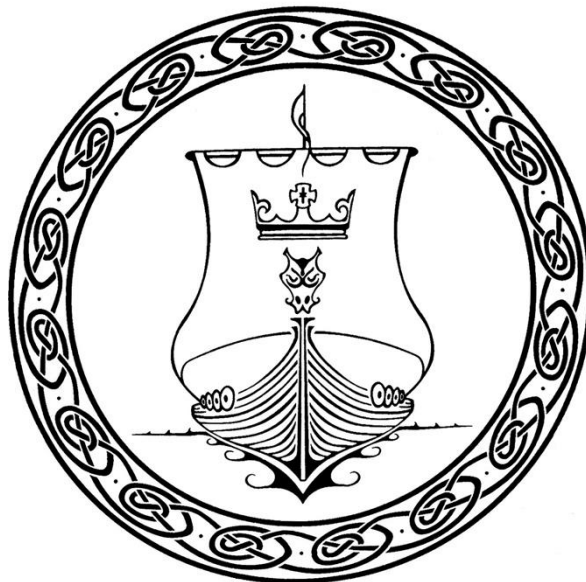


QUEEN ELIZABETH II HIGH SCHOOL

ACCESSIBILITY PLAN



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Aims

1. Aims

This plan outlines how Queen Elizabeth II High School aims to increase access to education for students with additional educational needs and those who are physically disabled, in the three areas required under the Isle of Man Equality Act 2017:

1. The curriculum;
2. The physical environment;
3. Availability of accessible information to students with disabilities.

This plan aims to:

- Increase the extent to which students with additional educational needs and those who are physically disabled (AEND) can participate in the curriculum;
- Improve the physical environment of the school to enable students with additional educational needs or physical disabilities to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to students with additional educational needs or physical disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account students' additional educational needs and disabilities and the views of parents/carers and students. In the preparation of an accessibility strategy, the DESC will have regard to the need to allocate adequate resources in the implementation of this strategy. The DESC and the school also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with additional educational needs and physical disabilities are provided with equal opportunities;
- Provide appropriate support and provision for employees with additional educational needs and physical disabilities to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

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Queen Elizabeth II High School is an inclusive school. Our aim is to treat all stakeholders, including students, prospective students, staff, governors and other members of the community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a disadvantage. Our provision was audited in November 2023 for disability access.

Queen Elizabeth II High School is committed to ensuring staff are trained in equality issues in accordance with the Isle of Man Equality Act 2017, including understanding disability issues.

Any concerns relating to accessibility in school can be raised, following the DESC Complaints Policy & Procedure which can be found on the school website:

[Internal and External Complaints Policy Procedure.pdf \(sch.im\)](#)

This plan will be made available in the policy section of the school website, and paper copies are available upon request.

2. Definitions

In line with the (IOM) Equality Act 2017, “**indirect discrimination**” is defined as if a person A) discriminates against another (B) if A applies to B a provision, criterion or practice which is discriminatory in relation to a relevant protected characteristic of Bs.

For the purposes of subsection (1), a provision, criterion or practice is discriminatory in relation to a relevant protected characteristic of B’s if —

- (a) A applies, or would apply, it to persons with whom B does not share the characteristic,
- (b) it puts, or would put, persons with whom B shares the characteristic at a particular disadvantage when compared with persons with whom B does not share it,
- (c) it puts, or would put, B at that disadvantage, and
- (d) A cannot show it to be a proportionate means of achieving a legitimate aim.

The relevant protected characteristics are:

- (a) age;
- (b) disability;
- (c) gender reassignment;
- (d) marriage and civil partnership;
- (e) race;
- (f) religion or belief;
- (g) sex;
- (h) sexual orientation.

3. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2017 and the DESC Accessibility Strategy 2024 – 2027. The Equality Act 2017 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. ‘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 are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2017, to alleviate any

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substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Roles and Responsibilities

The Deputy Headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in line with the school's legal obligations and the principles outlined in this policy;
- Ensuring that staff members are aware of students' additional educational needs, physically disabilities (AEND) and medical conditions, where necessary;
- Working with the Support for Learning Team and Key Stage Leaders to establish whether a new student has any additional educational needs, physically disabilities or medical conditions which the school should be aware of;
- Working with the Support for Learning Team and Key Stage Leaders to coordinate a multiagency approach to supporting students facing challenging situations that make individuals vulnerable to exclusion;
- Working closely with DESC and external agencies to effectively create and implement the School's Accessibility Plan.

The Support for Learning Manager and Specialist Provision Centre (SPC) Manager will be responsible for:

- Working closely with the Deputy Headteacher to ensure that students with additional education needs and physical disabilities are appropriately supported;
- Ensuring they have oversight of the needs of students with additional educational needs and those who are physically disabled attending the school, and advising the Headteacher in relation to those needs, as appropriate.

Staff members will be responsible for:

- Acting in accordance with this Accessibility Plan at all times;
- Supporting students with a disability 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 student as a result of their disability.

All staff members will partake in whole-school training on equality issues. Designated staff members will be trained to effectively support students with medical conditions.

5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Health and Safety Statement/Policy;
- Teaching and Learning Policy.

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Baseline Audit

Curriculum:

- Our school offers a comprehensive curriculum for students where modifications are made on an individual basis.
- We use resources tailored to the needs of students who require support to access the curriculum.
- Curriculum resources may include examples of people with additional needs.
- Targets are set effectively and are appropriate for students with additional needs.
- The curriculum is reviewed to make sure it meets the needs of all students.
- Information obtained on prospective students is facilitated through primary liaison and primary school visits prior to transition.
- Well established procedures for the identification and support of students with Additional Educational Needs.
- Detailed student information on AEND students given to relevant staff (E.g. Student Visas)
- Students with additional needs may have individual education plans (IEPs) to support them with their learning.
- Close working relationships with external agencies established (e.g. CAMHS etc.)
- Provision of specialist resources to support specific needs by request e.g. writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources.
- Specific medical training for staff in relation to student needs, where required.
- High quality curriculum to enable all students to feel secure and make progress.
- Education Support Officers and teachers are deployed to support students in mainstream settings and intervention lessons are implemented, to meet the needs of students.
- Risk assessments are carried out for all school trips.
- Individual risk assessments may be put in place for students with a high level of need.
- Bespoke curriculum offer for students who are on the margins of mainstream education.
- Health Care Plans in place for students, as appropriate.

Physical Environment:

- Ramps for wheelchair access.
- Accessible toilet with shower room and hoist facility for toileting.
- Corridors are wheelchair accessible across the school.
- Corridor lighting to support visual impairment.
- The school will take account of the needs of students, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Other facilities / provision, including access to information:

- Promote and encourage high achievement and expectations for all.
- Open door procedures.
- Dedicated staff Epipen/Anaphylaxis trained.
- Dedicated staff EVAC Chair trained.
- Individual health care plans in place.
- All staff trained on personalised and inclusive practice and examples of other bespoke training include: peg feeding, moving and handling and toileting.

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- Key staff are trained on Team Teach positive handling techniques.
- Staff training led by Support for Learning Manager, includes training for ECTs and support staff.
- Letters available at request in large print or home language.

Provision of information to students with AEND:

- This is currently provided by review meetings, parents' evenings and meetings with external agencies and stakeholders, as required.
- The school has and promotes open door procedures and parents/carers may contact the school at any time if they feel they need advice or additional information.
- Prior to a student commencing Queen Elizabeth II High School, school staff work closely with feeder schools to ensure appropriate information is shared, to lead to a successful transition for all students.
- Parents/carers of children with Complex Learning Needs may be invited to a transition meeting to discuss their child's particular needs.
- Our aim is to ensure that the transition of students is well-planned for, including students with AEND.

Accessibility Plan

Targets and outcomes

Intent:

Strand 1

Further ensure access for students with additional needs to the curriculum:

- Ensure the curriculum is fully accessible to all learners.
- Provide CPD on differentiation in the classroom.
- Providing information/access to resources for new staff E.g. inclusive practice in classroom organisation, teaching and learning strategies.
- Continue to provide emotionally safe learning environments, to support open communication;
- Investment in CPD to continue to raise awareness of AEND for all staff;
- Scrutinising progress and attainment data for students with AEND and addressing any barriers in a timely manner;
- Analysing extra-curricular provision to ensure participation for children with AEND;
- Ensuring that all staff are provided with training on disability issues;
- Improve Student Voice for students with AEND;
- To improve explicit tracking of AEND achievement and feeding back to teachers.

Strand 2

Improving access to the physical environment

- The SPC Manager undertakes an assessment of student needs through the transition process.
- Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary*
- Key members of staff are trained in positive handling techniques (Team Teach) and this is refreshed bi-annually.
- All site accessibility work will be assessed annually on the basis of need of intake and progression by students through the school. A requirement for DOI to include necessary budget submission/planning to address the need.

Strand 3

Improving the delivery of written information to students with AEND

- Improve the delivery of written information to students, staff, parents/carers and visitors with AEND; examples might include hand-outs, timetables, newsletters etc. this information will be made available in different preferred formats.
- The SPC Manager and Deputy Headteacher will update the audit of accessibility annually, and it will be reviewed by the Headteacher and School Governing Body.
- The SPC Manager and Deputy Headteacher will regularly review the accessibility plan through monitoring and evaluation processes.

Monitoring and Evaluation

- Analysis of progress and attainment data at Middle and Senior Leader level and subsequently presented to governors.
- Regular quality assurance of provision for AEND via data, learning walks, book looks and student voice.
- Feedback from parents/carers and health professionals regarding specific children.
- School Development Plan and assessment against the Quality Assurance Framework, as part of validation process.

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Accessibility Plan

ACCESSIBILITY PLAN	INCREASE THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE SCHOOL CURRICULUM
STRAND 1	

Aim	Good Practice	Success Criteria
<p>Provide an inclusive curriculum provision for all students. Our curriculum is developed to accommodate the needs of all students with Additional Educational Needs and Disabilities (AEND)</p> <p>Teaching and support is tailored to the needs of students who require support to access the curriculum</p>	<ul style="list-style-type: none"> • Our school offers a personalised curriculum; • Our school uses resources tailored to the needs of students who require support to access the curriculum; • Curriculum progress is tracked for all students, including those with AEND; • Targets are set effectively and are appropriate for students with AEND; • The curriculum is regularly reviewed to make sure it meets the needs of all students; • Our curriculum permits access to all areas and where reasonable adjustments are necessary, these are made; • Our curriculum is flexible so that SPC students can access mainstream learning where appropriate. • The school offers a diverse range of enrichment opportunities accessible to all students. • Students identified at SA+ on AEND register have a VISA for teachers to meet learning needs; • Where necessary, students’ timetables are modified in order to provide a bespoke pathway to meet need. • The school seeks feedback from students and parents of students with AEND. • The school works collaboratively with external agencies in order to support students with AEND. • Transition meetings are essential in preparing students effectively for their next phase of learning; • Staff liaise with outside agencies to support students with AEND 	<ul style="list-style-type: none"> • Published curriculum intent statements • Published broad curriculum maps • Centralised detailed • QAF (validation) evidence and evaluation • Analysis shows that children with AEND are well-represented in extra-curricular provision • Developed pedagogy evidenced in classroom practice. Evidence of training. Student information is applied in lesson planning and delivery. • Teaching and support staff are

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	<ul style="list-style-type: none">• Appropriate and necessary information is shared with staff• All students with Complex Needs have their Individual Educational Plan's (IEPs) reviewed termly• Teachers consider learning styles favoured by students with AEND and plan lessons accordingly, as noted in student visas;• AEND reviews monitor student progress against specific targets. Student voice is a key consideration.• Inset/CPD training is provided for staff on AEND students.• AEND register updated and shared with staff termly.	<p>aware of students AEND and adapt teaching and learning methods accordingly.</p> <ul style="list-style-type: none">• Students with AEND feel that they are being heard and have a say in their support and provision.
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ACCESSIBILITY PLAN	IMPROVING THE PHYSICAL ENVIRONMENT
STRAND 2	

Aim	Good Practice	Success Criteria
<ul style="list-style-type: none"> Maintaining access to the physical environment of the school, adding specialist facilities/physical aids, as necessary. 	<ul style="list-style-type: none"> Walkways and corridors around the school are kept clear of hazards and the site will clearly signposted for visitors, students and parents/carers. Improve and maintain access to physical environment. Emergency evacuation procedures take account of students with AEND Evacuation chairs are installed. Relevant staff trained. Regular inspection of Evacuation Chairs by Site Team. Headteacher, School Business Manager, Site Manager and Health and Safety Advisor to undertake regular Health and Safety Walks. Regular site inspections, alongside checks on stairs and lifts. Provide environments that are conducive to learning. Purchase of furniture/equipment to meet the needs of known students with disabilities, based on specialist advice received. 	<ul style="list-style-type: none"> All students and staff to be able to move around the building easily and safely. Clear, well displayed signage and directions. Accessible toilet facilities. Disabled parking bays. Lifts. Site is cleaned and well maintained. Well-lit. Plan in place to ensure emergency procedures protect all staff and students. Personal Emergency Evacuation Plan (PEEP) completed for all students with accessibility issues. PEEPS are regularly reviewed. Staff trained on use of Evacuation Chair Training. Six monthly inspection of Evacuation Chairs by site team and completion of a checklist. The school is well maintained, clean and safe. Thorough site inspections to ensure site is accessible and any remedial work is identified, reported and undertaken. Lift regularly serviced and maintained. Students can be successful learners and not be negatively impacted or influenced by the environment. Provide appropriate furniture and/or equipment.

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<ul style="list-style-type: none"> ACCESSIBILITY PLAN 	<ul style="list-style-type: none"> IMPROVING THE DELIVERY OF INFORMATION TO AEND STUDENTS
<ul style="list-style-type: none"> STRAND 3 	

Aim	Good practice	Success Criteria
To make written information more accessible for students with AEND.	<ul style="list-style-type: none"> Ensure the efficient use of visual resources E.g. enlarged resources and exam papers. An electronic version of all school/home communication. To use a variety of real objects/photos/symbols to support children at their different levels of communicative need. Social Stories to be used as necessary to aid children’s transitions and as required at other times. 	<ul style="list-style-type: none"> Students will have greater access to information. The school is able to respond quickly to requests for information in alternative formats.
To improve the delivery of information for students with AEND	<p>All schools use a range of communication methods to make sure information is accessible. This may include:</p> <ul style="list-style-type: none"> Internal signage Large print resources Braille Induction loops Pictorial or symbolic representations Makaton 	

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School Action Plan

An Accessibility Audit took place at the school in November 2023. The audit was undertaken by the Projects and Equality Lead from the Department of Education Sport and Culture. The audit detailed areas for improvement within the school and were rated according to priority. The priorities are graded as follows:-

Priority A

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C

Where action is recommended within 12 - 24 months to improve access.

Priority D

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan

The school Accessibility Plan details how areas identified for improvement will be prioritised following the accessibility audit and the recommendations made within it.

The school Accessibility Plan underpins and supports the Department of Education Sport and Culture Accessibility Plan 2024 – 2027 found [here](#) and the eight Strategic Priorities contained within it *“Enabling all students to access the curriculum, physical environment and information at their school.”*

Department of Education, Sport and Culture – Strategic Priorities

- **Strategic Priority 1.** Engage students and parents around diversity and inclusion.
- **Strategic Priority 2.** Ensure that statutory responsibilities are carried out efficiently and effectively in accordance with legislation.
- **Strategic Priority 3.** Share information to promote students’ wellbeing.
- **Strategic Priority 4.** Work collaboratively in the development of access to the curriculum, the physical environment and make information accessible for all.
- **Strategic Priority 5.** Recognise the variety of disabled students’ needs and maintain and develop high quality provision in education settings in the Isle of Man.
- **Strategic Priority 6.** Support professional development (this includes on the job coaching, mentoring, attending training sessions) for all staff to ensure that high standards of service delivery and provision are achieved.
- **Strategic Priority 7.** Trained DESC personnel will conduct access audits in all educational settings to ensure access to the physical environment is achievable.
- **Strategic Priority 8.** Encourage all stakeholders to be active partners in developing positive attitudes towards diversity, equality and people with disabilities.

Accessibility Plan

Strand – Area of Accessibility	Priority Rating	Recommendation/Action	Timescale	DESC Strategic Priority	Responsibility	
					QEII	DOI
Strand 1 – Access to the Curriculum	C	Data analysis of the uptake of students with AEND attending an enrichment club.	September 2024	SP5	√	
	C	Continue to maintain up to date with evidence to inform teaching and learning practice to ensure differentiation for all. CPD for staff on findings	Academic year 2024-2025	SP6	√	
Strand 2 – Access to the physical environment	A	Installation of Induction Loop System	When funds permit	SP5		√
	B	Extending handrails 300mm past last/first step. Install tactile flooring to indicate presence of stairs.	When funds permit	SP4		√
	B	Lack of signage directing drivers towards the car parking area and reception	Summer 2024	SP4	√	
	B	Eye level signage to indicate accessible parking bays	Summer 2024	SP4	√	
	B	Extending door handles as not accessible from a seating position	When funds permit	SP4		√
	B	Adding school signage at lower levels in tactile/braille	When funds permit	SP4		√
	B	Adding handrails, audio and tactile/braille buttons to the lift	When funds permit	SP4		√
	C	Creation of quiet room space and installation of soft lighting	When funds permit	SP4		√
	C	Lack of signage – improved signage for car parking and reception	Summer/ Autumn 2024	SP4	√	
	C	Lack of signage from rear car park to front entrance or main building	Summer/ Autumn 2024	SP4	√	
	C	Move the toilet flush in the accessible toilets to the transition area	When funds permit	SP4		√

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	C	Install shelves and remove existing mirrors and replace with floor length mirrors in the accessible toilet area	When funds permit	SP4	√	
	C	Alarms dropped lower so accessible on the floor in the toilet area	When funds permit	SP4		√
	C	Widening of the accessible toilets	When funds permit	SP4		√
	C	Install wall and grab rails to contrast to aid people with sight impairment	When funds permit	SP4		√
	C	Install facility for changing/baby feeding	When funds permit	SP4		√
	C	Changing the colour scheme in canteen	When funds permit	SP4		√
	D	Resurfacing/smoothing the rear carpark	When funds permit	SP4		√
Strand 3 – Access to Information	B	Update school website with information on how to get to school, accessibility parking and public transport information	Summer 2024	SP4 & SP5	√	
	C	Diagram and Audio of school information about building/services/activities	Summer 2025	SP4 & SP5	√	

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