

Queen Eleanor's Church of England Junior School  
An Academy in the Good Shepherd Trust  
Queen Eleanor's Road, Onslow Village,  
Guildford, GU2 7SD  
**Accessibility Plan**



| Date       | Review Date    | Coordinator            | Responsible Body |
|------------|----------------|------------------------|------------------|
| 01/09/2025 | September 2028 | Head teacher and SENCO | Local Committee  |

### **Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The law states that '*schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation*'.

According to the Act a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every 3 years and approved by the Governing Body.

Queen Eleanor's C of E Junior School is committed to providing an environment that enables all members of our community to access the curriculum and all aspects of school life. This is regardless of their education, physical, sensory, social, spiritual emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act with regard to disability and to developing a culture of inclusion, support and awareness within the school.

### **Aims and Objectives**

Our aims are:

- Increase access to, and participation in, the curriculum for all pupils with a disability.
- Improve and maintain access to the physical environment
- Provide the right level of support for adults and children with physical or mental wellbeing needs. Our objectives are detailed in the Action Plan below.

### **Current good practice**

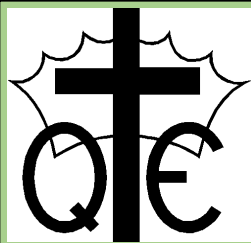
We aim to ask about any disability or health condition in early communications and home visits with new parents and carers. For children already in the school, we arrange timely meetings to discuss any concerns that we may have and promote an 'open door' policy for parents to contact us at their earliest opportunity if they have information about a concern that may impede their child's participation in full school life.

### **Curriculum**

There are areas of the curriculum to which some disabled children have limited access. Teachers of all subjects adapt the curriculum, where necessary, so that the child can access the learning of the class or their own targets. Where possible this takes place alongside their peers. Physical environment ramps and low level buildings have ensured that children and visitors have access to all parts of the buildings across the school. Where there is an activity within the curriculum or in extra-curricular clubs or educational visits the needs of children with physical or social/interaction impairments are planned for so that the child can participate alongside their peers.

### **Support for adults and children with physical or mental wellbeing needs**

Across the school we have a high level of adult support in place to assist with physical or social/interaction needs. The school has an Emotional Literacy Space and a member of staff trained in Emotional Literacy. Where an unusually high ratio of adult support is needed this is funded by the School as required. Arrangements are in



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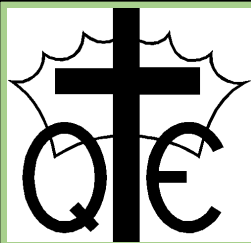
place to support staff members who have needs. Where a parent is identified as having specific needs these are addressed on an individual basis.

### **Access Audit**

Queen Eleanor's Junior is a single storey building with wide corridors. Several ramps are in place to allow easy wheelchair access to all areas in the school and the hall for visitors. Access for children is all at ground level. All doors are wide enough to allow for wheelchair access. There is a disabled toilet available. There is a dedicated SENCO (Special Needs Coordinator) and Home School Link Worker (HSLW) room which provides a break out space for any child with emotional / communication difficulties. This includes a carpeted area for any child to carry out therapeutic exercises. The gym and hall are both accessible on the ground floor included wide doors for access. Three bathrooms accessed by the pupils have been adapted to cater for children with physical needs in June 2020, July 2022 and again in April 2023. The pool has a thorough risk assessment and some children have individual risk assessments for use of the swimming pool. The school have put in place a lower hand rail on stairs for children who may require this.

### **Accessibility Plan - September 2025 – September 2028**

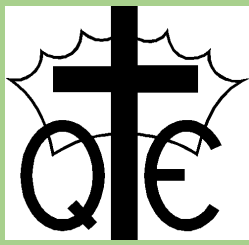
|  | <b>Actions</b>   | <b>By Whom</b>                                 | <b>Start</b>   | <b>Finish</b>  | <b>Evidence that it is completed/in place</b>   |
|--|--|--|----------------|----------------|---|
| To increase access to, and participation in, the curriculum for all pupils with a disability | 1.To liaise with other schools to review intake of children for September 2025                   | 1. SENCO, Head teacher, HSLW and class teacher | May 2025       | September 2026 | Support needs in place where required   |
|  | 2. To review all statutory policies to ensure that they reflect inclusive practice and procedure | 2.Head teacher/SENCO                           | September 2025 | Ongoing        | All policies show inclusive practice  |
|  | 3. To ensure high quality teaching, through CPD for all to improve disabled pupils' access.      | 3. Head teacher and SENCO                      | September 2025 | Ongoing        | Evidence of differentiation in planning and completed work. All pupils including those with disabilities make good progress from their starting points. |
|  | 4. Audit extra-curricular  |  | September 2025 | Termly         | All children have access to school clubs and  |



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|   | activities to ensure participation of disabled pupils.  | 4. Head teacher, SENCO and HSLW   |   |         | educational visits as other peers.   |
| To improve and maintain access to the physical environment  | As needs arise, improvements will be carried out as required.   | <p>Site Manager under direction of School Business Manager and Headteacher.</p> <p>Advise taken from outside agencies including but not limited to:</p> <p>Physical and Sensory Support (PSS), Occupational Therapy (OT), Assistive Technology team, Physiotherapist, School Nurse, Visual Impairment Specialist teacher, Hearing Impairment Specialist Teacher Multi-Sensory Impairment Specialist Teacher, Dysphasia Service</p> <p>Surrey Communication and Assistive Technology</p> <p>Moving and Handling Service etc.</p> | Ongoing   | Ongoing | All children and visitors will be able to fully access all parts of the school building.   |
| To provide the appropriate level of support for adults and children with physical or mental wellbeing needs | 1. To provide training for staff, as needs arise, when working with children with physical or mental wellbeing needs. | 1. SENCO  | Ongoing – needs to be identified and addressed promptly | Ongoing | Staff are able to respond to a child's needs so that the child is able to participate fully in whole school life. Parents have a point of contact with someone who can support them with any |



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|  | 2. To provide support for parents with physical or mental wellbeing needs | 2. SENCO and HSLW |  |  | difficulties relating to the school. |
|--|---|-------------------|--|--|--------------------------------------|

|                            |                                |              |            |
|----------------------------|--------------------------------|--------------|------------|
| <b>Headteacher:</b>        | J.Davies                       | <b>Date:</b> | 01/09/2025 |
| <b>Chair of Governors:</b> | Fr. Wayne Hawkins              | <b>Date:</b> | 01/09/2025 |
| <b>Policy Number:</b>      | Accessibility Plan – 2025-2026 |              |            |