



Queen Elizabeth II Silver Jubilee School

School Accessibility Plan



It is a requirement under the Equality Act 2010 for schools to have an accessibility plan which aims to:

- 👑 Increase access to the curriculum
- 👑 Improve access to the physical environment
- 👑 Improve the delivery of written information to pupils

Our Vision

QEII is a theatre where individuals are inspired and nurtured by the crew who provide the script and the freedom to ad lib. Each individual can then perform to the best of their ability leaving with the confidence to go out onto the stage of life, their performance resonating with you forever.

Our Aims

- To enable the individual to achieve his/her maximum potential by providing an appropriate teaching and learning environment and a curriculum which is innovative, creative, flexible, stimulating and relevant to the individual
- To provide equal opportunities for all, that respect the individual's right to make choices
- To ensure the individual's educational placement is appropriate and responds to his / her needs
- To develop independence, confidence and self-esteem
- To promote and share a pride in achievement
- To work in partnership to support our families
- To prepare the student for a smooth transition to adult life
- To be a respected part of our local community

The Queen Elizabeth II Silver Jubilee School caters for pupils with severe or profound and multiple learning difficulties, or complex needs. There are 100 pupils on roll with 15 teachers, 5 higher level teaching assistants and 40 special support assistants in ten class bases. We are also served by a part-time speech and language therapist, physiotherapist, occupational therapist, school nurse and clinical psychologist.

The school is a purpose built single storey building opened in 1978 by H.M. Queen Elizabeth II. It is situated on the same campus as The Forest Community School. In addition to the main school there is a sixth form building, studio with theatre, indoor sport and art facilities, therapy room, hydrotherapy pool, resources room, quiet room, library, multi-sensory room, sensory garden, environmental garden, playground and soft play area. The school also owns five mini-buses.

The pupils at school participate in many activities. Each pupil has an individual learning plan based on our school curriculum and the National Curriculum. This will include many specialised activities, such as hydrotherapy, rebound therapy, riding for the disabled, aromatherapy and massage. The school has specialist status for performing arts and is committed to learning through this approach. The school has recently achieved the highly acclaimed gold Artsmark, for the third time. The school also prides itself on its links with the wider community through visits to other schools, link courses at colleges and work experience. Dual Placements with mainstream schools are encouraged if appropriate for individual pupils. The school has a successful partnership with Collyer's Sixth Form that offers a two year specialist course for students aged between nineteen and twenty-five.

Aim	Current Good Practice	Objectives	Outcome	Timeframe
Increase access to the curriculum	The highly effective creative arts-based curriculum enables pupils to become confident and successful learners. Ofsted 2017 The curriculum is subject to ongoing review to ensure it meets the needs of all pupils.	To develop a creative curriculum that encompasses cross curricular learning.	The Curriculum framework is reviewed to ensure the thematic approach supports pupil achievement in core areas.	Summer 2019 for roll out in Autumn 2019
		To continue to provide enrichment opportunities for pupils who are identified as gifted and talented.	Achievement is raised for our gifted and talented pupils through appropriate challenged, high expectation and enrichment opportunities.	Ongoing
		To carry out a complete overhaul of progressive environment equipment and create a wish list to ensure access to our creative curriculum for our PMLD pupils and those with complex needs.	All pupils are able to access the curriculum through an appropriate learning	Over a 3 year timescale

			environment tailored to their individual needs.	
Improve access to the physical environment	<p>Staff make excellent use of the current facilities to ensure that all pupils can access every area of school.</p> <p>School has recently purchased resources to encourage independent mobility, enhance physical development, core strength and stamina and alternative and augmentative communication.</p> <p>Safe pedestrian access to the school has improved through revised drop off and pick up arrangements.</p>	<p>To develop a building brief that ensures the school is fit for purpose.</p> <p>To develop the immersive space and resource room.</p> <p>To convert Maple to a sensory music base.</p> <p>To continue to fund raise to enhance resources for physical development and communication.</p>	<p>Pupils access a learning environment that is fit for purpose and ensures equality of access.</p> <p>All pupils can reach their potential in terms of living independent and fulfilling lifestyles.</p>	Over a 3 year timescale.
Improve the delivery of written information to pupils	The teaching of literacy and reading is very effective. The curriculum is designed to give pupils the opportunity to communicate as much as possible Ofsted 2017	<p>To continue to develop effective communication through the provision of a total communication environment and access to appropriate alternative and augmentative communication.</p> <p>To revise the student questionnaire to ensure that all pupils are able to communicate their views on school life, safety and well-being.</p>	<p>All pupils have access to information in a range of formats appropriate to their needs and levels of development.</p> <p>All pupils are confident communicators and have a voice in all aspects of school life</p>	Ongoing