Accessibility plan

Approved by:	Governing Body	**Date:**	6th March 2026
Last reviewed on:	6th March 2026		
Next review due by:	This policy will be reviewed according to The Mercian Trust's Policy Schedule. If there are any changes in legislation or legal requirements, an earlier review will be conducted to ensure compliance and relevance.		
Author/s	SENCo		

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school 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

Our school aims to treat all its staff, pupils, and their families fairly and with respect. This includes supporting the needs of families of young carers and making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

Our school values focus on nurturing successful, inquisitive, confident and responsible young people through a rich and rigorous curriculum delivered within an environment that celebrates diversity and individuality. Our principles are firmly rooted in equality and inclusion, with a clear belief that every student should be supported to thrive academically, socially and personally. We are committed to promoting social mobility and social justice, ensuring that disadvantaged pupils and those with SEND can access the highest standards of education. As part of The Mercian Trust, this commitment is strengthened by the Trust's mission to increase opportunities and improve outcomes for all students, particularly those who are underserved or under-resourced. The Trust prioritises learners with special educational needs and disabilities and those more likely to face discrimination, ensuring they are educated in the very best and most inclusive schools.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Queen Mary's High School follows the procedures and expectations set out by the Mercian Trust and Walsall Local Authority. The school uses Walsall LA specialist services (e.g., physical disability support and sensory impairment teams) for assessments, staff advice and access to specialist equipment, in line with LA referral protocols. We also utilise the expertise within the Mercian Trust Clinical Team (e.g. Occupational Therapists)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 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.

Under the Special Educational Needs and Disability (SEND) Code of Practice, '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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim 1: Increase access to the curriculum for pupils with a disability					
CURRENT GOOD PRACTICE	**OBJECTIVES**	**ACTIONS TO BE TAKEN**	**PERSON RESPONSIBLE**	**DATE TO COMPLETE**	**SUCCESS CRITERIA**
• Our school offers an ambitious and broad curriculum appropriate to our context. Subjects have taken account our vulnerable students in their design and content and this is regularly reviewed. • Our school's teaching and learning principles ensure quality first inclusive teaching. We endeavor to meet need within the classroom without the need for additional interventions. • We use resources tailored to the needs of students who require support to access the curriculum including color, font, clutter, digital copies, modified science and PE equipment • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Examples of people with disabilities are included within our personal development program. • SEND info gathered for new intakes via parental meetings and	Refine the mid-year admissions system to allow early identification of any unreported or unknown disabilities Further refinement of the proactive identification and removal of barriers to learning for all students Explore areas of marginal gain from a student perspective from the EDI survey Educational visits include consideration of need and risk assessment	Evaluate effectiveness of current mid-year admission system and produce a refined system including roles and responsibilities of all staff Introduce and evaluate the impact of introducing LUCID screeners for all Year 9 students to identify any students needing exam access arrangements Use the student EDI survey results to develop an action plan with longer piece of work built into the SIP Add "accessibility prompts" to visit paperwork; ensure reasonable adjustments planned; confirm transport and venue access checks.	SLT and Admission officer SENCo SLT Educational Visits Coordinator (EVC), Trip leads, SENCO	September 2026 September 2028 September 2026 September 2027	Flow chart defining the induction system for all mid-year starters. Needs of all mid-year starters are met early and allow paid and sustained progress to catch up with their peers Appropriate students receive exam access arrangements, and these are in place from the start of the course and as a result GCSE results show gains Project work identified and built into the three year School improvement plan All trips include documented access considerations for disabled pupils.

liaison with primary schools prior to students starting at the school • All students with a disability have a One Page Profile which is reviewed regularly as appropriate • All staff are informed of pupil needs via in school systems including the MIS and CPD. • All staff, teaching and non-teaching staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. This is facilitated through the school's CPD provision • Provide access arrangements (extra time, laptops, rest breaks, readers) where appropriate.					

Aim 2: Improve and maintain access to the physical environment					
CURRENT GOOD PRACTICE	**OBJECTIVES**	**ACTIONS TO BE TAKEN**	**PERSON RESPONSIBLE**	**DATE TO COMPLETE**	**SUCCESS CRITERIA**
• Site improvements made with regard to physical/sensory needs, within listed-building limitations • Review and repair ramps, rails, tarmac, dropped kerbs, doors, thresholds annually • Repaint yellow hazard lines on steps, edges and level changes annually • Provide dedicated accessible parking bays • Ensure accessible toilets and changing facilities - Regular checks for usability, cleanliness, alarms, rails, signage. • Inclusion space - for sensory regulation, SEMH needs, or medical rest periods. • Move lessons to ground floor where needed; use enabling plans and PEEPs. • Use of auxiliary aids including microphones and subtitles in lessons • We have an intimate care policy	Signage to be placed to indicate points where wheelchair access is provided and site accessibility map produced	Review signage locations and condition; add wayfinding where needed; ensure accessible font/contrast.	Site manager	September 2026	Signage is consistent, clear, and visible at all key access points.
	Designated accessible meeting room for visitors with reduced mobility	Staff informed of appropriate room. Room layout considered. Room available on booking system. Prepared instructions to share with visitor about which site entrance to use	SENCo	September 2026	Accessible bookable meeting room
	Refined school system for the timely production and enactment of enabling plans for student with temporary illness or injury	Production of refined system policy and associated paperwork. CPD for all staff to ensure awareness of their roles and responsibilities	SLT	September 2026	All students needing temporary mobility adjustments have them made within 3 days
	Complete a formal site accessibility audit and prioritised costed plan for reasonable adjustments.	Book accessibility audit and meet with Trust Estates team to discuss findings.	Site manager and Headteacher	September 2027	Accessibility audit and costed scheme of work

Aim 3: Improve the delivery of information					
CURRENT GOOD PRACTICE	**OBJECTIVES**	**ACTIONS TO BE TAKEN**	**PERSON RESPONSIBLE**	**DATE TO COMPLETE**	**SUCCESS CRITERIA**
• Website has a translate option • Headteacher's weekly video updates summarise important communications in an alternative format • Signage uses clear fonts, good colour contrast, and simple icons. • As a school, for students we provide adaptive resources including using dyslexia friendly formatting (e.g., off-white backgrounds, larger spacing). • Ensure pupils who need assistive technology receive digital versions and are provided training as required with our school Digital Champions	Ensure all communications provide a visible invitation to request adjustments to access of information Ensure all communications for school events provide a visible invitation for requesting support to access the event due to physical and sensory access arrangements All letters are screen-reader friendly	Create a standard "access" prompt which can be added to all communications. Allowing parents to request information in alternative formats Create processes for requesting, tracking and reviewing requests Review patterns—e.g., frequent requests for large print may mean universal design improvements are needed. Create a standard "access" prompt which can be added to all event communications. Allowing parents to request information in alternative formats Devise a scheme of delegation for handling all access requests for events. Provide training to requires staff on sending out materials via BromCom which is screen reader friendly Create parent/carer friendly resources for utilising the BromCom home app.	MTT MTT SLT MTT SLT SLT	September 2027 September 2027 September 2028 September 2027 September 2027 September 2027	All communication sent via BromCom and all parents/carers able to access the app Requests for information in alternative format processed within 5 days Number of requests for information in alternative format reduced over time due to anticipatory action Increased attendance and positive experience at school events for parents/carers with additional needs Accessible parking, ramps, internal navigation support, rest seating, accessible toilets are available and communicated to parents/carers ahead of the event Parents are able to state any needs confidentially (mobility needs, sensory needs, health needs, timing constraints) before all events

Aim 4: Offer additional support to meet the needs of young carers and their families					
CURRENT GOOD PRACTICE	**OBJECTIVES**	**ACTIONS TO BE TAKEN**	**PERSON RESPONSIBLE**	**DATE TO COMPLETE**	**SUCCESS CRITERIA**
• All staff are aware of our Young Carers; this information appears on register on seating plans. • The school has a Deputy DSL who is our Young Carer Champion. This member of staff builds relationships with all our young carers and their families developing a deep understanding of the barriers which exist. They champion these students and share knowledge with staff to enable the removal of barriers	Ensure all communications for school events provide a visible invitation for requesting support to access the event due to caring responsibilities or access needs	Create a standard "access and caring responsibilities" prompt which can be added to all event communications	SLT	September 2027	Accessible parking, ramps, internal navigation support, rest seating, accessible toilets are available and communicated to parents/carers ahead of the event
		Devise a scheme of delegation for handling all access requests for events.	SLT	September 2027	
		Provide training to all staff to ensure understanding of how to fulfil their roles in making all events accessible	SLT	September 2026	Parents are able to state any needs confidentially (mobility needs, sensory needs, health needs, timing constraints) before all events
	Establish a consistent approach to sharing information when families are unable to attend meetings or events due to illness/disability/caring responsibilities	Conduct student and parent/carer feedback to feed into devising a consistent approach for sharing information when families are unable to attend events	SLT and DSL	September 2026	Offer phone/online/shorter meetings for parents whose caring responsibilities or disability make attendance difficult.
	One Page Profiles for our Young Carers where with their agreement additional support is identified to empower staff with knowledge to remove barriers for learning and when communicating with home.	One Page Profile template for Young Carers to be produced including potential access arrangements required for events and communicating with home	DSL	September 2026	One Page Profiles are available and being implement effectively by all staff
		One Page Profiles to be completed for Young Carers who require it	DSL	September 2026	
		Process and schedule for One Page Profiles established	DSL	March 2029	

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by SENCo, Site Manager, Headteacher and SEND link governor.

It will be approved by the governing board.

Progress against this plan is monitored termly by the SENCo, SLT Inclusion Lead and School Site Manager through curriculum reviews, progress data, site audits, pupil/parent/teacher feedback and termly SEND review meetings. The SEND link governor will receive an annual overview of the monitoring findings.

Accessibility actions are woven into the School Development Plan and progress monitored frequently as part of Business-as-Usual operations at a School and Trust level.

Substantial Physical environment adaptations are requested through the Trust estates team, who assess feasibility within the constraints of the listed building and prioritise works during capital planning cycles

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety local arrangements
- Intimate Care Policy
- Public sector equality duty statement
- Equality Information and Objectives Policy
- Special educational needs (SEN) information report
- SEND policy
- Students with medical needs policy
- Allergy management policy