

Accessibility Plan

Pate's Grammar School



Approved by:	Head Master	Date: January 2020
Last reviewed on:	January 2020	
Next review due by:	December 2022	

1. Introduction

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 disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Aims

We seek to raise achievement, remove barriers to learning and increase physical and curricular access to all. Students with a disability are valued, respected and equal members of the school. The school is committed to supporting students to reach their full potential and enabling them to become confident individuals living fulfilling lives. The school aims to prepare all students, including those with a disability to make a successful transition into adulthood, whether into higher education, training or employment.

4. Action Plan – Priorities for 2020 - 2022

4.1 Increase access to the curriculum for pupils with a disability. We aim to ensure:

- Our school offers a differentiated curriculum for all pupils;
- We use resources tailored to the needs of pupils who require support to access the curriculum;
- Curriculum resources include examples of people with disabilities;
- Curriculum progress is tracked for all pupils, including those with a disability;
- Targets are set effectively and are appropriate for pupils with additional needs;
- The curriculum is reviewed to ensure it meets the needs of all pupils.

We will achieve the above by:

- Encouraging students to access extra-curricular activities;
- Encouraging students to participate in leadership opportunities;
- Ensuring the availability of additional adults to support school trips where required;
- Ensuring Risk assessment take full account of the needs of all students;
- Consulting with professionals to ensure the best use of resources and funding;
- Identifying those students with barriers to learning.

4.2 Improve and maintain access to the physical environment. We aim to ensure that the environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Elevators
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height

We will achieve the above by:

- Addressing any concerns arising from annual site inspections;
- Reviewing availability and position of accessible parking spaces for the disabled;
- Ensuring staff training is in place to support the needs of the current student body;
- Reviewing the time allocated in exams for disabled students;
- Ensuring that any new building plans / campus developments fully take account of disabled users.

4.3 Improve the delivery of information to pupils with a disability, and others as appropriate. We aim to ensure that our school uses a range of communication methods to ensure information is accessible to all. We will achieve this by:

- Providing worksheets in a format for all students to read easily;
- Ensuring that exam question papers are enlarged (if student is entitled);
- Endeavoring to provide other methods of delivery of information for parents if requested;
- Inviting and supporting visitors with a disability to participate in and enhance the learning experience of all students;
- Ensuring that the library has material available to support the learning of students with visual impairment.

5. Monitoring arrangements

- This document will be reviewed every **3** years.
- The SENDCO to monitor progress made in all areas of the strategy and inform the Bursar of any problems encountered or other issues raised.
- The Bursar, supported by SLT colleagues, to conduct termly evaluations of progress in the above areas (4.1 – 4.3).
- The Bursar will amend the strategy where necessary to address any new factors and advise the appropriate persons to instigate the appropriate action.
- Annual report to the Governing Body.
- This document will be approved by the Head Master.

6. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Staff Handbook.