



# **Pate's Grammar School**

## **Accessibility Plan**

**Approved by:** Full Governing Board

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## I. Introduction

The Equality Act 2010 defines a person as having a disability

(a) If they have a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

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 they have 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 are proud of our inclusive culture and Pate's and the provision that we make for both seen and unseen disabilities. 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. We seek to raise achievement and to ensure that there is full access to learning opportunities for all students through both the mainstream curriculum and co-curricular provision. We aim to ensure that our school uses a range of communication methods to ensure information is accessible to all. The school aims to prepare all students, including those with a disability to make a successful transition into adulthood, whether into higher education, apprenticeships or employment.

### **4. Objectives**

#### **4.1 Increase access to the curriculum for pupils with a disability.**

We aim to ensure:

- Our school offers an adapted curriculum for all pupils to keep up with their peers.
- We use resources scaffolded to the needs of all pupils, who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities, shown in a positive light.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate/aspirational for pupils with additional needs.
- The curriculum is reviewed regularly to ensure it meets the needs of all pupils.
- Timetabling will consider fully the most effective ways of meeting the needs of all students including those with disability. Such consideration will incorporate issues of physical access and the most effective use of teaching and support staff to meet individual needs.

We will achieve the above by:

- Identifying those students with barriers to learning for early intervention and support.

- Encouraging students to access and monitoring participation levels in 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.

#### **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 communication to pupils, and others as appropriate, with a disability.**

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.

#### **4.4 Admissions**

- Further details of how we provide equal opportunities and access through our admissions process can be found in our online [Admissions Policy](#). Students will be supported to establish any arising needs prior to admission.

## 5. Monitoring arrangements

- This document will be reviewed every 2 years.
- The SENDCO to monitor progress made in all areas of the strategy and inform SLT of any problems encountered or other issues raised.
- SLT to conduct termly evaluations of progress in the above areas (4.1 – 4.3).
- Attendance monitoring on a regular basis.
- Participation in co-curricular activities, tracked on a regular basis.
- Educational Health Care Plans, reviewed and updated as appropriate.
- Health & Safety Reviews.
- SLT will amend the strategy where necessary to address any new factors and advise the appropriate persons to instigate the appropriate action.
- This document will be approved by the Headteacher

## 6. Links with other policies

This accessibility plan is linked to the following policies and documents [here](#):

- Risk assessment policy
- Health and safety policy
- Admissions 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