

17b: Accessibility Plan		Implementation Date	May 2017	
Author	Head	Reviewer	Head of Governors	

PURPOSE

To describe the policy for how Thetford Grammar School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. 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 three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body or the Headmaster.

INTRODUCTION

Thetford Grammar School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

POLICY

DEFINITION OF DISABILITY

A person has a disability 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 carry out normal day-to-day activities.

WHAT WILL THE ACCESSIBILITY PLAN DO?

1. The Accessibility Plan is structured to complement and support the school’s Equal Opportunities Policy and the SEND Policy, both of which can be accessed via our website.

2. Thetford Grammar School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. Thetford Grammar School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a physical and mental disability are as prepared for life as are the non-disabled pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to ensure on-going compliance with the Equality Act 2010.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- SEND Policy

The Accessibility Plan will be monitored through Governing Body committees, particularly the Safeguarding Sub-Committee and reported to the Full Governing Body.

Document Reviewer: Governing Body.
2017 Frequency of Review: Three Year
Review: May 2020

Date of Review: May
Date of Next

Mr Mark S. Bedford
Headmaster

Mrs Maureen Eade
Chair of Governor

Access Plan – Part 1

Improving Access for Disabled Pupils (including those with special educational needs) to the school curriculum

Targets	Strategies	Outcome	Goals to be achieved	Who	When Done
<p>Raise awareness of and ensure compliance with the Equality Act 2010 and SEND Code of Practice, effective April 2015.</p> <p>Upload Learning Support Information to database (SchoolBase) to centralise and assist with dissemination of information.</p> <p>Update school information to show individual learning area of SEN in line with SEND Code of Practice 2015 e.g.</p> <ol style="list-style-type: none"> 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory and/or Physical 	<p>Whole School INSET-staff and governors informed of the requirements and obligations.</p> <p>All departments to nominate a designated member with responsibility for improving access for SEND pupils.</p> <p>SENCo to liaise with Head of Prep, Head of Pastoral Care, SchoolBase Manager and Deputy Head to develop and update system.</p>	<p>Departments meet to review considerations of the SEN Code of Practice 2015. Principles of 'Assess, Plan, Review, Do'.</p> <p>Also to consider implications and implementation of 'reasonable adjustments' for all pupils with SEND.</p> <p>Also to consider those with medical conditions and mental health difficulties All departments have SEND on meeting agendas and included in handbooks / policies.</p> <p>All departments to receive INSET to raise awareness and facilitate access to SEND Support information on SchoolBase</p>	<p>Departments make their curriculum and activities accessible to a wider range of pupils. E.g. review access to physical education and games; drama; science; art; DT programmes.</p> <p>Ensure wording of all school documentation and policies continue to make provision for disabled pupils (including those with SEND) and is therefore not discriminatory.</p> <p>All Depts. to access and utilise SEND Support in planning and teaching- all staff fully aware of individual needs and strategic recommendations for pupils with SEND needs.</p>	<p>HODs & Dept. members</p> <p>SMT & Governors / HODs and / or designated staff</p> <p>SENCo / Head of Prep / Head of Pastoral Care / SBM / DH</p>	<p>From April 2017 – on-going</p> <p>April 2017 on-going</p> <p>April 2017 – on-going</p>

<p>Update the School SEN Policy to identify categories of SEN in line with new SEN legislation (alongside the Equality Act 2010)</p> <p>To plan and implement improvements and adaptations to the curriculum and extra-curricular activities.</p> <p>Ensure access to computer and other technology appropriate for pupils with disabilities.</p> <p>Extend use of intranet and internet /email to facilitate/support organisation/memory difficulties with regards to homework/independent study</p>	<p>Review and write new SEN Policy for school.</p> <p>Department planning, schemes of work. Focus on need for differentiated work. Investigate internal methods of assessment; identify improvements to allow greater access to test materials and the test experience for pupils in SEN categories.</p> <p>INSET for staff to develop skills and strategies for teaching pupils with diverse needs due to disability.</p> <p>Increase the number of LS staff (where necessary) to support pupils with disabilities.</p> <p>ICT: Audit of need and available technology. Plans to include purchasing technology and software required by disabled pupils. Staff trained and updated on available technology.</p>	<p>Establish new categories of SEN and implement revised policies and procedures</p> <p>Improved access to the curriculum and extra-curricular activities. Increased staff awareness and confidence. Establish dyslexia friendly / multi- sensory classrooms.</p> <p>SMT and SENCo to review handheld electronic device provision for academic work. And trial 'Google Classroom' access via internet for all pupils and parents.</p> <p>Departments aware of the benefits of using technology for SEN and disabled pupils and plan for its use in lessons and for examinations.</p>	<p>New framework meets individual pupil's special educational needs and provides protection from discrimination and widens access to education for 'SEN Support</p> <p>Fully inclusive lessons and improved access to all aspects of a subject including assessments and marking policies. Increased participation and motivation in lessons and extra- curricular activities. Improved access to technology by all across the curriculum. Improved communication and recording of homework tasks to parents and pupils. Access Arrangements and use of technology for assessments and examinations remains fully compliant with JCQ regulations Access to homework / independent study guidance by all pupils and carers.</p>	<p>SMT / SENCo / Governors</p> <p>HODs / SENCo / All Teachers</p> <p>SMT</p> <p>SENCo / Examinations Officer / HODs</p>	<p>April 2017 - Dec. 2017</p> <p>Sept 2017 - April 2018</p> <p>April 2017 - April 2018 and on-going</p>	
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<p>To review short and medium term targets in light of new opportunities that have been facilitated.</p>	<p>To review curriculum arrangements and target any matters arising at department and whole school level.</p> <p>INSET for SENCo to complete JCQ Refresher in line with new guidelines for each academic year.</p>	<p>Targets fed through in preparation for next Accessibility Plan</p>	<p>Access to the curriculum updated and ongoing.</p>	<p>SMT Heads of Subject / Department</p> <p>SMT / DH</p>	<p>Dec. 2017 & Dec. 2018</p> <p>Sept. 2017 and on-going</p>	
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Access Plan – Part 2

Improving Access to the Physical Environment of the School

Targets	Strategies	Outcome	Goals to be achieved	Who	When	Done
<p>Re-evaluate whether the size and layout of areas incl. sporting, play, social, toilets, classrooms, dining areas, library, car parking etc. allow access for all pupils staff and visitors</p> <p>Evaluate the above for those who may be wheelchair bound or are non-ambulant.</p> <p>Ensure that emergency and evacuation systems are set up to inform all students, staff and visitors with specific learning or physical disabilities</p>	<p>Undertake an audit of provision by:</p> <ul style="list-style-type: none"> ● site survey; ● consultation with staff ● consultation with selected pupils <p>Evaluate current provision in terms of signage, instructions, information:</p> <p>Implement additional measures & procedures that provide for safe evacuation – incl. staff and pupil awareness training</p>	<p>Plan for ensuring that access is allowed and that strategies are recognised for meeting the needs of particular students or visitors on site.</p> <p>Adopt measures that improve safe evacuation of all persons</p>	<p>Review /survey documents to be produced</p> <p>Risk assessment for evacuation</p>	<p>SMT & Facilities Manager</p> <p>Health & Safety Officer (tbc)</p>	<p>From Summer 2017 and on-going</p>	

M e d i u m T e r m	Provide guides including non-visual to assist people to use the buildings	Analyse possible systems and processes – produce guides and information	Improved access	Improved signage incl. documentation in school literature.	SMT & Facilities Manager	From Summer 2017 and on-going	
	Assess the suitability of furniture, equipment acoustics and environs for hearing, visually and physically impaired	Consult selected students and/or staff members. Consult relevant charity representatives e.g. RNIB, etc.	Rationale for improving the ability of all people to participate fully	Review of progress	SMT & Facilities Manager	From Summer 2017 and on-going	

Access Plan – Part 3

Improving the delivery of Written Information for Disabled Pupils

Targets	Strategies	Outcome	Goals to be achieved	Who	When	Done
<p>Review / audit of all written information given to pupils.</p> <p>Establish if there are currently any issues that affect disabled pupils accessing this information. Establish their requirements and preferences.</p>	<p>Collect information on current practice and disabled pupils' experience.</p> <p>Interview / questionnaire of pupils / parents/ carers' experience. Interview / questionnaire of staff.</p>	<p>Pupils, parents and staff able to express requirements and preferred alternative arrangements.</p>	<p>School has picture of who needs alternative arrangements/ formats for any written information.</p> <p>Individual disabled pupil needs are identified and a school data base (SchoolBase) created / added to.</p>	<p>SMT / SENCo / Admin</p> <p>SENCo / Admin</p>	<p>Summer 2017</p> <p>September 2017 and on-going</p>	

<p>Make available all school documents, newsletters, worksheets etc. in alternative formats i.e. languages, formats, etc.</p> <p>Ensure that disabled pupils and teaching staff are aware of their right to request written information in alternative formats.</p>	<p>Section in staff, parent/ carers and pupils' handbooks referring to disabled access to written information.</p> <p>INSET –disability and using alternative formats to deliver written information. All staff (admin and teaching) given access to the school data base which lists the identified pupils and the necessary adjustments with regards to written information.</p>	<p>Department policies recognise and set out how written information will be made available to disabled pupils.</p> <p>Written information made available in alternative formats as required or preferred.</p>	<p>Written information to pupils with disabilities and parents/ carers is improved.</p> <p>Via:- larger print hand-outs, coloured background, recorded versions of texts, etc.</p>	<p>SMT Admin HODs, HOKs / SENCo and all academic staff</p>	<p>September 2017 – on-going</p>	
<p>Disabled pupils and parents / carers automatically targeted with written information in the required / preferred format.</p>	<p>Information updated yearly as part of general review of pupil / parent / carer details through admin.</p>	<p>Database (SchoolBase) highlighting requirements is part of the general admin procedure for all members of the school. Written information automatically adjusted by the school to suit individual needs.</p>	<p>Written information is automatically available in required formats. Everyone has equal access to written information produced by the school.</p>	<p>SMT / SENCo / Admin / HODs / HOKs</p>	<p>Sept 2017 - on-going</p>	

