

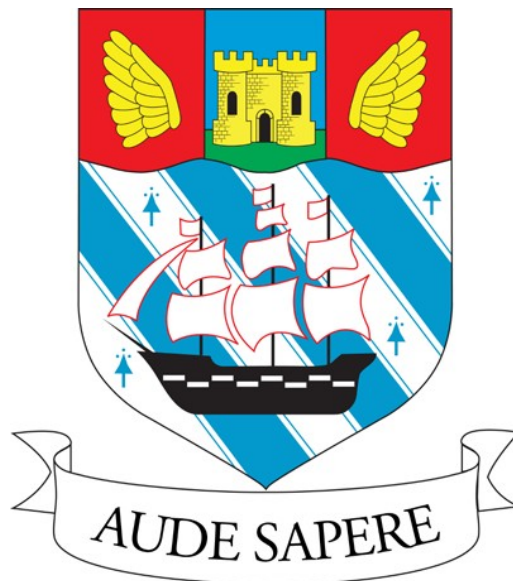
# Accessibility plan

## Torquay Girls' Grammar School

**Approved by:** Governing Body **Date:** November 2021  
Person responsible S.Wallwork

**Last reviewed on:** December 2017

**Next review due by:** November 2023



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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 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 3 school aims are;

1. Academic fulfilment. Girls leave with a love of learning having made, at least, the expected academic progress. They continue to be eager to learn and are equipped with the learning skills to do this effectively.
2. Personal Development. Girls develop into healthy individuals. They are physically and mentally prepared for
3. Caring Attitudes. Girls make a positive contribution to the community. They take every opportunity to improve their world through their careers, relationships, and interactions at a local, national or global level.

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. Our expectation that all groups of students. Including those with disabilities, should make similar progress.

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

e.g. OTs for wheelchair student, Partially sighted school

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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

| <b>1. Increase access to the curriculum for pupils with a disability.</b>  |  |  |             |  |  |
|--|--|--|-------------|--|--|
| <b>Current Good Practice</b>   | <b>Identified Need</b>   | <b>Planned Action</b>  | <b>Date</b> | <b>Resources/Staff</b>   | <b>Success Criteria</b>  |
| <p>Differentiated Curriculum for all pupils.</p> <p>Eg Lesson Plans and SOW cater for individual needs and Student Support Reviews</p> <p>Students with sensory/physical disabilities have one to one support as required during practical lessons for health and safety purposes.</p> | <p>Build accessibility considerations into all new curriculum development work especially the new specifications</p>               | <p>Raise staff awareness through INSET</p> <p>Provide evidence-based practice studies of curriculum work for particular disabled pupils if required</p> <p>Further SEND Training for staff; starting with Autism lead by Silvia stones, ASD Lead</p> | Ongoing     | <p>SEND team and HODs</p> <p>Inset session Spring term</p>       | <p>Students seen to access full curriculum and consequently achieve similar progress to others</p> |
| <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Eg. We have employed a technical TA to produce all resources for a student with sight impairment</p>   | <p>For sight impaired pupil all standard originals to TA in time (2 weeks prior to classroom use)</p>                              | <p>Reminder to teachers</p> <p>Review system of work flow</p> <p>Annual training for all teachers</p>  | Ongoing     | <p>All teachers, Reprographics department &amp; Technical TA</p> | <p>Enhanced resources are available in good time for lesson</p>                                    |
| <p>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</p>   | <p>To enhance our monitoring of this group across years.</p> <p>(e.g share outcomes of mentoring process with SEND department)</p> | <p>To utilise our KAW system to track this group in relation to their targets at every data drop and track year on year performance.</p>   |             | <p>Assessment team and SEND department</p>                       | <p>This group make at least as much progress as others</p>   |

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| Training is provided to ensure this occurs.  | Teen Life training has been completed ensuring SEND staff can lead training for families<br><br>Draw and talk Training | 6 x 2.5 hour sessions with 6 families of pupils with ASD.<br><br>Staff to work with students in a therapeutic role (as advised by Educational Psychologists) | Jan 22<br><br>Nov 21     | Antje Jaeger, Silvia Stones<br><br>Liz McGarry, Silvia Stones, Debra Nixon | Parents are more equipped to be able to support pupils with ASD at home<br><br>Pupils to be able to move forward from Mental Health issues and impact on school life is less |
| The curriculum is reviewed to ensure it meets the needs of all pupils<br><br>Eg. Some students with specific issues are successful on a reduced curriculum                   | Continue to assess reduced curriculum for relevant students  | Using data drops identify mismatch in progress and after consultation with relevant parties consider a reduced curriculum                                    | All year                 | Staff time   | Students are able to complete as many qualifications to the best of their ability.   |
| School visits policy means wherever practical students have access to all trips. Enhanced risk assessments are completed where students with additional needs are partaking. | Update of managing Medicine policy   | Review of Policy and Procedure   | Autumn to go to Dec Govs | SEND team School Nurse, HOYs   | Disabled students fully participating in visits  |

## 2. Improve and maintain access to the physical environment

| Current Good Practice           | Identified Need                       | Planned Action  | Date     | Resources/Staff | Success Criteria                            |
|---------------------------------|---------------------------------------|---|----------|-----------------|---|
| Disabled parking spaces created | Currently utilised by member of staff | Kept in place as long as need remains- be mindful the actual site of parking space may need to moved, if staff member relocates working area, | On-going | Facilities Team | Member of staff is supported to access site |

|   |   |  |                 |                       |   |
|---|---|--|-----------------|-----------------------|---|
| <p>95% disabled access around site</p> <p>Most entrances accessible by disabled students.</p> | <p>Continue to ensure rooming does not deny access by using alternative rooms</p> | <p>Timetable to be made aware of needs.</p> <p>Regular in-house checks are made by site team</p> | <p>All Year</p> | <p>SIMS Timetable</p> | <p>All students access the curriculum</p> |
|---|---|--|-----------------|-----------------------|---|

|  |  |  |          |  |   |
|--|--|--|----------|--|---|
| Elevators, ramps, stair lifts, evacuation chair available                            |  | Facilities Manager to monitor and review condition and arrange servicing where needed  | Ongoing  | Facilities Manager   | Aids available if needed                                |
| Visual Site accessed by experts and made sight friendly eg high visibility markings. | To review regularly in light of advice                           | Facilities manager to monitor and review premises regularly and ensure that visibility markings are in good order                  | Ongoing  | SEND team & Site team  | Visually impaired students fully access the curriculum  |
| Equipment/ Furniture   | Provision of particular furniture and equipment                  | Consider access requirements when purchasing e.g. where possible, look for adjustable height furniture/ large key calculators etc. | Ongoing  | Awareness of suitability to aid use by disabled person when purchasing equipment – no cost | Appropriate furniture allows access to all              |
| Fire Procedures;<br>Eg. Individual evacuation plan for wheelchair user.              | Consider evacuation plan for sight and hearing impaired students | Identify risks and key personnel   | Spring   | Review prior and post evacuation   | Adequate, safe provision for emergency evacuations etc. |
| Toilets & Changing facilities<br>e.g. disabled toilet provision                      | Maintain to high standard  | Review and ensure clear access   | On Going | Site team  | Adequate facilities                                     |

| <b>3. Improve the delivery of information to pupils with a disability</b>   |  |  |             |  |  |
|---|--|--|-------------|--|--|
| <b>Priority Area</b>  | <b>Identified Need</b>   | <b>Planned Action</b>                  | <b>Date</b> | <b>Resources Required</b>                | <b>Success indicator</b>   |
| <p>Delivery of information</p> <p>Student notices are individually adapted by Technical TA for specific students. Individual and group Student Support reviews undertaken. SEND department are available at parents' and other information evenings. Teacher's reports to parents commenting on SEND.</p> | Maintain to high standard and continue Quality First Teaching.                                 | Further develop quality First Teaching | On-going    | Admin support                            | All Teaching staff to be fully aware of individual's needs through the use of Student Support . All teaching staff to have full awareness of where SEND information is kept. |
| Braille   | Advice would be sought from WESC.  |  |             |  |  |
| <p>Specific Learning Difficulties including, Dyslexia, Dyspraxia, Dysgraphia</p> <p>All staff are informed of SpLD through Monthly SEND Updates, CPOMS, SSRs SEND Register and SIMS</p>   | Maintain to high standard and continue Quality First Teaching. Further SEND Training for staff | Further SEND Training for staff        | On-going    | Time given to staff to complete training | All Teaching Staff to be fully aware of T&L strategies used to support learners with SpLDs   |

|   |  |  |                 |   |   |
|---|--|--|-----------------|---|---|
| <p>In house educational assessments to determine Access Arrangements</p> <p>Annually reviewed Student Support Reviews (SSR) inform staff of T&amp;L strategies.</p> <p>T&amp;L strategies, such as, sharing resources on Sharepoint, use of coloured overlays/papers, scaffolding information, are based on empirical evidence.</p> |  | <p>Resources such as netbooks, coloured overlays, pen grips available from SEND department</p> | <p>Ongoing</p>  |   |   |
| <p>Hearing aids used by staff when required</p> <p>Access Arrangements in place for hearing impaired students, such as, Live Speaker in MFL examinations, separate room to reduce noise distractions. Advice sought from HI Specialist Teacher</p>  | <p>Some rooms may need acoustic treatment for background noise/echo (hearing impaired pupils or staff)</p> | <p>To review for each hearing impaired student.</p>  | <p>On-going</p> | <p>Specialist supplier may need to be consulted</p> | <p>All hearing impaired students have full access to the curriculum including educational visits.</p> |



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| Individual needs outlined on students' SSRs |  |  |  |  |  |
|   |  |  |  |  |  |

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved **by the Trustees**

## **5. 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

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

| Feature           | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys |             |                     |                    |                             |
| Corridor access   |             |                     |                    |                             |
| Lifts             |             |                     |                    |                             |
| Parking bays      |             |                     |                    |                             |
| Entrances         |             |                     |                    |                             |
| Ramps             |             |                     |                    |                             |
| Toilets           |             |                     |                    |                             |
| Reception area    |             |                     |                    |                             |
| Internal signage  |             |                     |                    |                             |

|                         |  |  |  |  |
|-------------------------|--|--|--|--|
| Emergency escape routes |  |  |  |  |
|-------------------------|--|--|--|--|