Torquay Girls' Grammar School

Accessibility Plan

Policy Information	
Policy Owner	Ruth Stacey
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Approving Committee	SLT
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1. Aims

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

1. Increase the extent to which students with disabilities can participate in the curriculum
2. Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to students with disabilities

Our curriculum intent is to realise our vision to equip students for a future in which they have the academic qualifications, character skills and high self-esteem to make decisions that lead to long, happy and content lives.

1. **Academic qualifications** – Students achieve academic qualifications placing the Trust in the top 10% of all schools in the UK.
2. **High self-esteem** – Students develop a high self-esteem as a result of an exemplary contextual safeguarding curriculum alongside outstanding personal development and pastoral care.
3. **Character skills** – Students develop character skills that they can evidence and articulate throughout their careers including Leadership, Teamwork, Aiming High, Problem Solving, Speaking, Listening, Creativity and Staying Positive.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our expectation is that all groups of students. including those with disabilities, should make progress in line with their peers.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the school's Complaints Procedure Policy 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 Trustees 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.

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

1. Increase access to the curriculum for students with a disability.

Current Good Practice	Identified Need	Planned Action	Date	Resources/Staff	Success Criteria
High quality universal provision which makes best endeavours to meet the need of all students	Continue to consider the needs of students with a disability at all stages of curriculum design	Continue to embed use of Graduated Response by all teaching staff	Ongoing	SEND team. HODs and teaching Staff	All students can access full curriculum and make progress in line with their peers
We use resources tailored to the needs of students who require support to access the curriculum	Continue to identify needs of all students and tailor resources appropriately	Use of Provision Map and Class Charts so that teachers are aware of the needs of individual students	Ongoing	SEND team and all teaching staff	Students with disabilities have access to the resources needed to support them accessing the full curriculum
School's 'Management of Outdoor Education, Visits and Off-Sites Activities Policy' means that, wherever practical, all students have access to all trips and extra/super-curricular activities. . Enhanced risk assessments are completed where students with additional needs are partaking.	Needs of all students considered at all stages of planning and delivery	Raise staff awareness through INSET	Ongoing	SLT	Off-site and extra-curricular activities are fully inclusive and available to all

2. Improve and maintain access to the physical environment

Current Good Practice	Identified Need	Planned Action	Date	Resources/Staff	Success Criteria
95% disabled access around site Most entrances accessible by disabled students.	Continue to ensure rooming does not deny access by using alternative rooms	Timetabler to be made aware of needs. Regular in-house checks are made by site team	Ongoing	SIMS Timetabler	Physical environment does not restrict access to the curriculum
Elevators, ramps, stair lifts, evacuation chair and other necessary furniture and equipment available	Provision and maintenance of equipment and furniture tailored to needs of individual students with disabilities	Site Manager to monitor and review condition and arrange servicing where needed	Ongoing	Site Manager	Access to the physical environment is accessible to all
Fire Procedures; E.g. Individual evacuation plan for wheelchair user.	Consider evacuation plan for sight and hearing-impaired students and those with sensory difficulties	Identify risks and key personnel	Ongoing	SEND team and HOYs	Adequate, safe provision for emergency evacuations etc.
Toilets & Changing facilities e.g. disabled toilet provision	Maintain to high standard	Review and ensure clear access	Ongoing	Site team	Adequate facilities

3. Improve the delivery of information to pupils with a disability

Priority Area	Identified Need	Planned Action	Date	Resources Required	Success indicator
Improve delivery of key information about the school and pupils' learning	Review of website to ensure it is accessible for all. Continued use of Class Charts Continued use of Provision Map.	SEND input into new website. Ongoing support for staff using Class Charts and Provision Map.	Ongoing	Website Class Charts	Use of Provision Map facilitates communication with students and parents who can view key information about their learning and their child's learning at any time
Improve the accessibility of learning materials	Ensure all teaching materials are in an accessible format. Identify students with needs for adapted materials e.g. overlays, enlarged copies and other equipment to support their access to the curriculum e.g. laptops. Ensure these materials and equipment are provided.	Regular review of materials in specific format to support student needs	Ongoing	SEND team, Teaching staff	Students' disability is not a barrier to their academic progress
Improve the use of technology in the classroom	Ensure that wifi connection facilitates student use of tablet or laptop where necessary. Ensure that whiteboards, projectors and associated equipment e.g. visualisers and speakers are maintained appropriately to support students with disabilities.	Review across classrooms of the ICT provision	Ongoing	ICT technicians, network manager Interactive whiteboards, speakers, projectors, visualisers	Students with a disability are able to access teaching materials in line with their peers

		Continue to provide CPD for teaching staff on how technology can support students with disabilities.				

4. Monitoring arrangements

This document will be Senior Leadership Team

5. Links with other policies

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

- Health, Safety and Environmental Policy
- Equality Policy
- SEND Policy
- SEND School Information Report (Local Offer)
- Supporting Medical Need Policy
- Behaviour Policy
- Safeguarding Policy