

# Accessibility plan

## Torquay Girls' Grammar School

**Approved by:** Governing Body **Date:** January 2018  
Person responsible S.Wallwork

**Last reviewed on:** December 2017

**Next review due by:** December 2019



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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 Achievement. Girls leave 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. Explain your school's principles and values which relate to equality and inclusion here.
2. Personal Development. Girls develop into rounded, balanced individuals. The girls are well-adjusted and comfortable with who they are. They have developed good sense, good judgement and the mental toughness to be successful. Their learning skills are well developed
3. Caring Attitudes. Girls make a positive contribution to the community. The girls 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.

Eg OTs for wheelchair student, Partially sighted school etc

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 as seen in class intervention maps 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 Laura Parfitt, Autism Champion</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 full time technical TA to produce all resources for a student with sight impairment</p>	<p>For sight impaired girl 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 new KAW system to track this group in relation to their targets at every data drop and track year on year performance.</p>	2017-18	<p>Assessment team and SEND department</p>	<p>This group make at least as much progress as others</p>

Training is provided to ensure this occurs. Eg Recent training on Dyslexia, use of specialist programme on Interactive Whiteboard for sight impaired student	Diabetes training for teachers	Training provided to run a course which we will also capture on video for dissemination	Autumn term	£150 for training plus room and video	Teachers of diabetic student feel confident to support student
The curriculum is reviewed to ensure it meets the needs of all pupils  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.  Eg. Paraplegic student taken on Paris trip	Update of managing Medicine policy	Review of Policy and Procedure	Autumn to go to Dec Govs	L.Rumbelow, SEND team School Nurse, AHOY	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
Currently 2 separately located.Disabled parking spaces	NA				
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.  Check that PEEP is up to date and that regular in house checks are	All Year	SIMS Timetable	All students access the curriculum

Elevators, ramps, stair lifts, evacuation chair available		made by site manager on evacuation chair.			
Visual Site accessed by experts and made sight friendly eg high visibility markings. Splashtop programme in most classes Specific technical TA employed to alter resources	To review regularly in light of advice	Facilities manager to monitor and review premises regularly. Current maintenance work required on high visibility markings on kerbs and staircases.	On going	SEND team & Site team	Visually impaired students fully access the curriculum
Equipment/ Furniture Eg Height adjustable desks and Splashtop programme on whiteboards	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; 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 Eg Several high spec disabled toilets and wheelchair	Maintain to high standard	Review and ensure clear access	On Going	Site team	Adequate facilities

accessible wet room					
<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 through the use of Class Intervention Maps	On-going	Administration staff to pre-populate CIM sheets for September 2018	All Teaching staff to be fully aware of individual's needs through the use of Student Support Reviews combined with CIM. All teaching staff to have full awareness of where SEND information is kept.
Braille	Not relevant at this time. If Braille users were to gain entrance to the school advice would be sort from WESC.				
<p>Specific Learning Difficulties including, Dyslexia, Dyspraxia, Dysgraphia</p> <p>All staff are informed of SpLD through 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>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.</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>



Individual needs outlined on students' SSRs					
Pictorial or symbolic representations	N/A				

## **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 governing body**

## **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				
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