



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL

Policy: Accessibility Plan

Member of staff responsible: Elizabeth Zoccolan
Approved by Full Board on: 13 05 21
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Accessibility Plan

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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 for disabled pupils and parents.

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.

Harrogate Grammar School is committed to the principle of Inclusion and our core purpose is 'Excellence for All.'

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 - SEND at North Yorkshire County Council, The Red Kite Trust, and any other relevant stakeholders.

Our school's complaints policy covers the accessibility plan. If you have any concerns relating to accessibility in school, this policy sets out the procedure 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 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 learning difficulties, communication and interaction difficulties, sensory impairments such as those affecting sight or hearing, and long-term medical 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.

Aim	Current Good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions	Success criteria
Improve access to the curriculum for pupils with disabilities	Curriculum is subject to ongoing reviews to ensure it meets the needs of all students	All students <u>continue</u> to have access to a suitable curriculum	Minimum annual review of the curriculum including statements, policies, and procedures to ensure accessibility for all	SLT/Faculty Leaders	Ongoing	All students make progress in line with or above national expectations
	Curriculum which meets the needs of all students; Ebacc, BTEC, Applied Science (KS5), Sports leadership, Photography, Alternative provision KS3/4,	Identify courses at KS3 which meet the needs of all learners	Evaluate evidence of student progress in the areas of identified need at least termly Regular review of curriculum in KS3 Identify suitable new provisions	SLT/SENDCo/Assistant SENDCO & SEND Managers	Ongoing	All students make progress in line with or above national expectations

	ASDAN cookery course KS3, group and 1-1 specialist teaching/TA support					
	Curriculum progress is tracked for all students	Curriculum resources to include examples of people with disabilities	Audit of Faculty/Department resources/displays Areas of improvement identified and support given	Faculty Leaders/Subject staff/SENDCO	Ongoing	Inclusion evident at Whole School level within individual Faculties
	Provision maps and Class Charts to ensure comprehensive information sharing	Ensure all systems are effective and efficient to share relevant information	Review of current systems Identify new options	SENDCO	Ongoing	Information shared effectively and efficiently - staff audit
	Curriculum accessibility is supported by Technology (iPad) and Assistive Technology (Read and Write) both in the classroom and in examinations	All students confident in the use of Read and Write accessibility software on iPad	Read and Write training delivered to all students	Staff in the LS Department	Ongoing	All students can access reading material and demonstrate knowledge 90%+ of SEND students report that Read and Write help accessibility

	Targeted literacy and numeracy interventions in KS3	Students make significant progress in reading age	Targeted assessment and reading interventions implemented	SLT staff/Faculty Leaders/LS staff	Ongoing	All students make progress in line with or above national expectations
	Exam Access Arrangement Assessments for all identified students taking external examinations	All students in need of access arrangements are identified as early as possible	Screening in Y9 and Y12 to identify students with potential need for AA provision	Staff in the LS Department & Subject staff	Ongoing	No student is disadvantaged and can achieve in line with ability
	Whole school training on SEND + Code of Practice	All staff have up to date knowledge and skills	Identify staff training needs Deliver targeted training/support	SEND/CO/LS staff	Ongoing	All students make progress in line with or above national expectations
Improve and maintain access to the physical environment	Disabled parking bays (currently 3)	Create additional parking bays in line with site size	2 additional disabled parking bays created	JTM	Dec 2021	Full access to site for all
	Ramps	Additional ramps where necessary	Incorporated into the plan for the refurbishment	JTM/THS	Ongoing	Full access to site for all
	2 Disabled toilets with alarm Hoists	Provide sufficient facilities for all within reasonable proximity	Additional disabled toilet Install hoists where needed	JTM	Ongoing/Dec 2021	All have access to toilet facilities

		Allow access to all floors within school by considering the need for lifts	Where deemed necessary/possible - incorporated into the plan for refurbishment	JTM/THS	Ongoing	Full site access for all
		Provide changing facilities for all	Creation of disabled changing facilities - Incorporated into the plan for the refurbishment	JTM	Ongoing	All students able to access full curriculum
Improve the delivery of information to pupils & parents with disabilities	Our school uses a range of communication methods to ensure information is accessible Modified resources/Braille service (on request) Induction loops					
	Clear internal signage	Increase visual aids - pictorial or symbolic	Review of signage Identify need Source and install	NXD/SENDCO	Ongoing	Full accessibility to services for all

	Accessible website	Maintain a fully accessible website	Review and check with software companies for updates	NXD	Ongoing	All school information and communications accessible
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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 board of Harrogate Grammar School.

5. Links with other policies/statements

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

- [Risk assessment policy](#)
- [Health and safety policy](#)
- [Equality policy \(public sector equality duty\) statement for publication](#)
- [Special educational needs & Disabilities \(SEND\) information report & Policy](#)
- [Supporting students with medical conditions policy.](#)