

Accessibility Plan September 2022 -2025

This plan should be read in conjunction with the SEND Information Report

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Board has three key duties towards disabled pupils, as legislated by the Equality Act (2010):

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education and information for disabled pupils.

This plan sets out the proposals of the Governing Board of Hutton Church of England Grammar School and Sixth Form to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act (2010):

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

Context

As a Church school all we do is underpinned by Scripture, striving to ensure that everyone within our community is supported and encouraged to always give of their best irrespective of their situation or starting point; this is embodied in Colossians 3:23:

‘Whatever you do, work at it with all your heart’

Hutton Church of England Grammar School and Sixth Form is a non-selective boys' Grammar School aged from 11-18 with a mixed Sixth Form. The school comprises several buildings covering a large site. These buildings are of two storey construction.

Hutton Church of England Grammar School and Sixth Form is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEND meet the definition for disability. This Accessibility Plan covers all of these students.

This Single Equality Scheme explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act (2010).

All students have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities.

The Accessibility Plan shares objectives with the Special Educational Needs Policy and should be read in conjunction with this document.

This Accessibility Plan exists to ensure that we fulfil our school ethos and values statement which states that we are committed to supporting and nurturing all of the students within our care in order that they accomplish all that is possible in their lives, both within and outside of the classroom

We aim to:

- Identify students with special educational needs and disabilities and ensure that their needs are met
- Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school

The specific areas covered by the accessibility plan that need to be included are: -

Increasing the extent to which disabled pupils can participate in the school curriculum

Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities.

These may include:

- Consideration of whole-school ways of increasing participation and promoting inclusion in activities such as after-school clubs, leisure and cultural activities, and educational visits.
- How barriers to participation have been analysed using risk assessment proforma and the action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation
- Consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success.
- Description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- Consideration of the school's response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.
- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc, has been identified and supported.

- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

Improving the physical environment of the school to increase accessibility for members of the school community with disabilities

The Governing board considers and records reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilets, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, assistive technology, ICT equipment such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the school's exterior spaces

Access to information

Schools are expected to increase access to information for those with disabilities. The Governors consider how this is to be achieved by:

- Informing readers that school published material is available in a selection of formats and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.

- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

Monitoring the success of the plan:

The SEND Governor and SENDCO are responsible for reviewing it annually and reporting back to the Curriculum Governors Sub-Committee and the Buildings and Finance Committee

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires/responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the schools ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of confidence in staff in reducing the barriers to success for pupils with additional needs.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school
- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- Increased levels of achievement for pupils with disabilities.
- Verbal and written pupil responses that indicate that they feel they are included.

OUR ACCESS PLAN

This has been produced after reviewing the school's existing plans (in particular any planned or proposed and our SEN policy), looking at options for improving accessibility within existing arrangements and an audit of the school site for accessibility. We monitor the implementation of the Plan and keep this under review to the access needs of the school.

	Objective	Strategies	Outcome	Timeframe	Improvement in Accessibility
Short Term	Availability of written material in alternative formats	To develop understanding of availability of alternative formats eg. Braille, alternative language translation	If requested school can provide written information in alternative formats.	Ongoing and as requested, dependent upon need	Delivery of information to disabled pupils is improved as appropriate
Medium Term	Training for teachers on differentiating the curriculum	Through the school's Teaching and Learning forums, and in conjunction with the SENDCO, appropriate strategies will continue to be developed to	Teachers are able to more fully meet the requirements of disabled	On going	Increase in access to the Curriculum, supported by specific strategies

		increase pedagogy and practice; this will be further developed based upon specific need, driven by pupil requirement on entry	children's needs with regards to accessing the curriculum.		
Long Term	To improve access to designated areas over successive financial years.	Planned use of major capital delegated resources (see School Buildings Development Plan)	In time, it is our intention that all areas of the school will be fully accessible.	On going (as per capital development and funding availability)	Physical accessibility of school is increased
	To assess the feasibility of installing a lift in each of the school's main buildings	Planned use of major capital delegated resources (see School Buildings Development Plan)	Allowing access to all school facilities for disabled pupils.		Physical accessibility of school is increased
	To assess and install if appropriate the option of low level base units in the student kitchen to allow wheelchair users to access kitchen facilities.	Planned use of major capital delegated resources (see School Buildings Development Plan)	Allowing access to all school facilities for disabled pupils.		Physical accessibility of school is increased

Access to the Accessibility Plan

The plan will be available via:

- The school's website or in hard copy upon request.
- Attachment to the Prospectus on request.
- In an alternative format on request by arrangement.
- Year 6 - 7 transfer on request

Review date: October 2022

Next review: October 2023

Reviewed by: SENDCO

Approved by Full Governing Body: