



## Accessibility Policy and Plan

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

### Introduction

This policy outlines how the school promotes access for all pupils, staff, parents/carers, governors and visitors to the school who have disabilities, with regard to the Equality Act 2010.

As a Church of England 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 Philipians 2: 5:

“In your relationships with one another, have the same mindset as Christ Jesus”

The Governing Body has three key duties towards disabled pupils, as legislated by the Equality Act (2010):

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

This plan sets out the proposals of the Governing Body 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 access to the school curriculum
- b) Improving access to the physical environment of the school
- c) Improving access to information

At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.



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### **Definition of disability**

The Equality Act 2010 defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”.

‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

It includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Context**

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

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).

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 as far as possible
- To ensure that all learners make the best possible progress





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- 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

### **Increasing access to the school curriculum**

We aim to enhance teaching and learning opportunities for all those in the school community with disabilities.

This 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.
- Analysis of barriers to participation using risk assessment proforma and the action taken to reduce those identified risks.
- An appropriately differentiated curriculum, classroom support arrangements and provision of ICT to enhance learning opportunities.
- Implementing specific strategies such as flexible timetabling, nurture groups, counselling provision, access to therapy, first day absence response, to enhance attendance and participation
- Consideration of classroom/group organisation to ensure that all pupils achieved increased levels of school success.
- Consideration of curriculum choice and/or flexibility to enhance the access to appropriate qualifications/attainments.
- Consideration of the school's response to pupils through the assess, plan, do, review model regarding specific pupil needs has been achieved and is monitored.
- Involvement of external agencies to support and enhance pupils' access to the curriculum.
- Identifying staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils.
- Ensuring pupils have a voice in decisions that affect them.
- Ensuring 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





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- 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 access to the physical environment of the school**

The Governing Body considers potential improvements to accessibility in 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 and ICT equipment
- Improvement to the acoustic environment that might include installation of 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**

The Governors consider how this is to be achieved by:

- School published material is available in a selection of formats and members of our community can access this provision if requested.





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- Increasing access to information for those who speak English as an additional language or who have communication needs
- Evaluating the readability of information including the school website to ensure accessibility to a wide range of diverse needs and abilities.
- Considering how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.
- Monitoring the effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

### **Monitoring and review**

The SEND Governor and SENDCO are responsible for reviewing the plan annually and report 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.





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### 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
<b>Short Term</b>	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
<b>Medium Term</b>	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 increase pedagogy and practice; this will be further developed based upon specific need, driven by pupil requirement on entry	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	On going	Increase in access to the Curriculum, supported by specific strategies

<b>Long Term</b>	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
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	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: March 2024

Next review: March 2027

Reviewed by: SENDCO

