

17b: Accessibility Plan		Implementation Date	September 2020	
Author	Head	Reviewer	Head of Governors	

PURPOSE

To describe the policy for how Thetford Grammar School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body or the Headmaster.

INTRODUCTION

Thetford Grammar School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

POLICY

DEFINITION OF DISABILITY

A person has a disability 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 carry out normal day-to-day activities.

WHAT WILL THE ACCESSIBILITY PLAN DO?

1. The Accessibility Plan is structured to complement and support the school's Equal Opportunities Policy and the SEND Policy, both of which can be accessed via our website.
2. Thetford Grammar School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. Thetford Grammar School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a physical and mental disability are as prepared for life as are the non-disabled pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to ensure on-going compliance with the Equality Act 2010.
5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- SEND Policy

Document Reviewer: Chair

Date of Review: Sept 2020

Frequency of Review: Three Year

Date of Next Review: Sept 2023

Mr Michael Brewer

Head

Mr Jay Liu

Chair

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 by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Whole School INSET on requirements, obligations, and strategies.</p> <p>SENDCo liaises regularly with SLT and teaching staff to update on individual pupil needs and systematic approaches.</p> <p>Pupil SEND information securely held in SchoolBase for ease of accessibility and planning.</p> <p>Our school offers a differentiated curriculum for all pupils.</p> <p>Departments liaise with SENDCo to help ensure accessibility for all learners.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Expanded ICT provision enables easy access to personal tablet devices and resources for blended learning.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p><u>Short-term:</u></p> <ol style="list-style-type: none"> Continue and develop current good practice Ensure individual pupil and whole-school needs are continually being met. <p><u>Medium-term:</u></p> <ol style="list-style-type: none"> Ensure curriculum remains suitable for the needs of all learners. <p><u>Long-term:</u></p>	<p><u>Short-term:</u></p> <ol style="list-style-type: none"> Continue to raise awareness of the need for a SEND culture in school; encourage all staff to think SEND when working on school developments; continue to integrate SEND information into software developments. Hold bi-annual SEND review to discuss individual pupil and whole school provision. <p><u>Medium-term:</u></p> <ol style="list-style-type: none"> Conduct curriculum review, highlight SEND provision. 	<p><u>Short-term:</u></p> <ol style="list-style-type: none"> SENDCo, SLT, all staff. SENDCo, SLT. <p><u>Medium-term:</u></p> <ol style="list-style-type: none"> Deputy Head, HoDs, SENDCo, SLT. <p><u>Long-term:</u></p> <ol style="list-style-type: none"> Dir. Operations, SENDCo, HoDs, SLT. 	<p><u>Short-term:</u></p> <ol style="list-style-type: none"> Ongoing. February 2020 and ongoing. <p><u>Medium-term:</u></p> <p>September 2021.</p> <p><u>Long-term:</u></p> <ol style="list-style-type: none"> September 2022. 	<p><u>Short-term:</u></p> <ol style="list-style-type: none"> All staff are SEND aware and all systems reflect the importance of supporting SEND needs. Meetings are regularly held, minuted and actions taken feed into whole-school policy. <p><u>Medium-term:</u></p> <ol style="list-style-type: none"> Whole-school curriculum demonstrably accommodates SEND needs. <p><u>Long-term:</u></p>

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>1. Ensure that SEND needs are met on-site and in remote learning, and that blended learning supports higher achievement for all pupils.</p>	<p><u>Long-term:</u></p> <p>1. Develop a bank of SEND-appropriate online lessons and resources that further aid blended learning.</p>			<p>1. Easy online access to lesson plans, content, resources and video tutorials for all pupils.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment, being comprised of several listed buildings as part of a scheduled historic monument, is difficult to physically adapt. We recognise this and make such accommodation as we can including:</p> <ul style="list-style-type: none"> • Use of ramps for wheelchair access • Re-rooming individual or class lessons to lower floors • Making disabled parking bays available as needed. • Providing personal assistance e.g. one-to-one support. 	<p><u>Short-term:</u></p> <p>1. Continue and develop current good practice</p> <p><u>Long-term:</u></p> <p>1. Improve access to the site. 2. Incorporate more accessible spaces in any site developments.</p>	<p><u>Short-term:</u></p> <p>1. Continue to accommodate easy access to the site, working at individual level to address needs that cannot be met by making physical changes to buildings, grounds and layout.</p> <p><u>Long-term:</u></p> <p>1. Work with Historic England and local conservation and planning officials to identify physical changes that can be made to our buildings.</p>	<p><u>Short-term:</u></p> <p>1. Site Manager, SLT, SENDCo, all staff.</p> <p><u>Long-term:</u></p> <p>1. Site Manager, SLT, outside authorities. 2. Site Manager, SLT</p>	<p><u>Short-term:</u></p> <p>1. Ongoing</p> <p><u>Long-term:</u></p> <p>1. Ongoing. 2. New buildings and refurbishments from 2021 onward.</p>	<p><u>Short-term:</u></p> <p>1. The site, and education, remains physically accessible for all learners.</p> <p><u>Long-term:</u></p> <p>1. Improved access to the site e.g. corridor width, permanent ramps installed, bathroom access changed. 2. Incorporation of more accessible spaces in site developments</p>

			2. Ensure plans for new buildings and refurbishment of current spaces include improved physical accessibility			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Assessment for, and provision of, readers and scribes etc. • Braille • Pictorial or symbolic representations • Support for blended learning • Access to personal tablet devices 	<p><u>Short-term:</u></p> <p>1. Continue and develop current good practice</p> <p><u>Long-term:</u></p> <p>1. Improve access to curriculum through expanded methods of delivery.</p> <p>2. Incorporate more opportunities for blended learning across the curriculum.</p>	<p><u>Short-term:</u></p> <p>1. Constantly assess delivery of information and respond to individual need, look to expand range of provision as need dictates.</p> <p><u>Long-term:</u></p> <p>1. Explore alternative methods of delivery mechanisms e.g. signage, hearing loop, Makaton.</p> <p>2. Further develop remote provision and online teaching capabilities; expand number and use of individual tablet devices.</p>	<p><u>Short-term:</u></p> <p>1. SENDCo, SLT, HoDs, teachers, all staff.</p> <p><u>Long-term:</u></p> <p>1. SENDCo, SLT, HoDs, Site Manager.</p> <p>2. Dir. Operations, SENDCo, HoDs, SLT.</p>	<p><u>Short-term:</u></p> <p>1. Ongoing.</p> <p><u>Long-term:</u></p> <p>1. By September 2021 and ongoing.</p> <p>2. By September 2021 and ongoing.</p>	<p><u>Short-term:</u></p> <p>1. Curriculum remains accessible through delivery of information that suits all learners' needs.</p> <p><u>Long-term:</u></p> <p>1. Expanded range of delivery routes available.</p> <p>2. Expanded online lesson delivery and access.</p>