



Derby  
Grammar  
School

Bringing education to life.

# Accessibility Plan

December 2021 - November 2024

Scope:	Whole School including EYFS
Release date:	December 2021
Review date:	November 2024
Author:	SB
Reviewer:	LG

## **School Ethos, Vision and Values**

At DGS we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

We recognise that there is an overlap in the definition of disability, as specified in the Equality Act 2010, with the definition of 'special educational needs' in the Children and Families Act 2014. This includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools. However, we recognise that not all pupils are disabled by their SEN and vice versa. This policy should be read in conjunction with the School's SEND policy.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

### **Definition of disability and scope of the plan**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

### **How the plan is constructed**

The School has a disability committee which consists of the Assistant Head Pastoral, Assistant Head Co-curricular, Head of Primary, SENCO and Operations Manager; they may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND Policy
4. to prepare the School's Accessibility Plan

When reviewing the School's Accessibility Plan, the following areas have been considered:

- Admissions
- Attainment
- Attendance
- Co-curricular activities – not every activity will be appropriate for SEND pupils. Alternative activities will be considered
- Exclusions
- Education
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

#### **How the plan is reviewed and monitored**

There is a formal review of the plan at the September meeting of the full governing board.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Special Educational Needs and Disability Policy.

# Accessibility Plan

December 2021 - November 2024

	Action	Success criteria	Responsible Person	Timescale	Comments	Future Potential Actions
1	Liaison with feeder school / parents / pupil prior to admission in order to make reasonable adjustments.	Reasonable adjustments made.	Admissions	Ongoing	Examples of reasonable adjustments:  Offer alternatives to writing as a key method of recording  Provide handouts that contain the learning points rather than asking pupils to copy text from the whiteboard or take notes  Repeat instructions/information and check for understanding of tasks  Use visual timetables with colour coding and symbols	Staff training

					<p>Alter format options onscreen or on an interactive whiteboard</p> <p>Encourage peer support to record homework tasks in the planner</p> <p>Provide access to assistive technology such as a computer for pupils who find it difficult to read large amounts of text or to write quickly enough in class</p> <p>Use multi-sensory ways of teaching</p> <p>Allow time to respond as many dyslexic students are slower to process information</p> <p>Break information and instructions into smaller 'chunks'</p> <p>Examination access arrangements</p>	
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2	Staff training to increase awareness of disabilities and necessary actions to take.	Training and feedback through evaluation of knowledge acquired.	RI / EL	Ongoing	Staff training: Visual impairment Hearing impairment Medical conditions such as diabetes, asthma, severe allergies that might require an AAI (e.g. epipen)	Training on awareness of staff with any disabilities. Training on awareness of any new disabilities that may arise within the school regarding pupils.
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3	To conduct an access review for pupils with impairments such as visual or hearing.	Modifications to site to allow access for pupils with impairments such as visual and or hearing.	RI / CO	September 2021 Ongoing review	Consideration to adapt site to allow ease of access for people with impairments such as visual. Site analysis to be undertaken in conjunction with outside specialist agencies advising on provision.	Continued review of provision and identification of modifications.
4	Conduct an audit of provision for pupils with specific needs such as visual awareness, diabetes, severe allergies and any other medical conditions as they arise.	Audit completed Necessary actions taken to meet needs:  <b>Visually impaired</b> remove trip hazards	MMA / HOY / RI / GN  Operations Manager.	September 2021 Ongoing review	Review and update audit in view of pupil needs as they arise.	Outside agencies to provide appropriate support.  Examination concessions and modified papers for examinations.

		<p>enlargement of writing where needed both in and out of lessons and during examination</p> <p>Well lit classrooms and external areas on premise that pupils might need to access</p> <p>Normal way of working</p> <p>Physical markings</p> <p><b>Hearing Impaired</b></p> <p>Teachers to use induction hearing loops for pupils that use this technology in lessons.</p> <p>Classrooms to have low pile, high density carpeting to reduce background noise for hearing impaired.</p> <p>Medical room for medications such as insulin or epi pen etc if needed.</p>	<p>RI</p> <p>CO</p> <p>RI</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>HL</p>		<p>Continually monitor lighting levels throughout the school and that of external driveway.</p> <p>School Business Manager and Site Manager</p>	<p>List of possible equipment / adaptations and their costs.</p> <p>Cost any work to be carried out and then implement it in a timely manner.</p> <p>Review and obtain costings for installation and upkeep</p> <p>All classrooms are carpeted. Laboratories, DT workshop and hall have hard floors for practical reasons.</p>
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		<p><b>Physically Impaired</b></p> <p>Access to Devonshire Building upper floors would require installation of a lift. Access to Williams Building 1<sup>st</sup> floor would require installation of a lift.</p> <p>To eradicate the problem lessons would be relocated to different rooms so that all pupils are able to access all lessons.</p> <p>Accessible toilets</p>	<p>CO</p> <p>SB</p> <p>CO</p>	<p>September 2021 Ongoing review</p>		<p><b>Physically Impaired</b> access to all classrooms</p>
5	Review access to Co-curricular program of the school.	Review to be completed and decisions on pupils involved being made.	HL / WH / RI / GN / HLL	September 2021 Ongoing review	Liaison needed with outdoor education providers.	Adapt current and future activities to allow access for pupils with individual needs.