

## **Accessibility Plan (2025 – 2028)**

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### **Derby Grammar School**

January 2025

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## **1 Aims**

- 1.1 This is the accessibility plan of Derby Grammar School (**School**).
- 1.2 The aims of this accessibility plan are to set out the School's plans for:
  - 1.2.1 increasing the extent to which disabled pupils can participate in the School's curriculum;
  - 1.2.2 improving the physical environment of the School 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
  - 1.2.3 improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## **2 Scope and application**

- 1.1 This accessibility plan applies to the whole School including the Early Years Foundation Stage (**EYFS**).
- 1.2 This accessibility plan covers the three-year period from January 2025 – January 2028.

## **2 Regulatory framework**

- 2.1 This accessibility plan has been prepared to meet the School's responsibilities under:
  - 2.1.1 Equality Act 2010;
  - 2.1.2 Education (Independent School Standards) Regulations 2014;
  - 2.1.3 Statutory framework for the Early Years Foundation Stage (DfE, December 2023);
  - 2.1.4 Education and Skills Act 2008;
  - 2.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and
  - 2.1.6 Childcare Act 2006.
- 2.2 This accessibility plan has regard to the following guidance and advice:
  - 2.2.1 The Equality Act 2010 and schools (DfE, May 2014);
  - 2.2.2 What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014).
- 2.3 The following School policies, procedures and resource materials are relevant to this accessibility plan:
  - 2.3.1 equal opportunities policy;
  - 2.3.2 policy on special educational needs and learning difficulties;
  - 2.3.3 health and safety policy;
  - 2.3.4 admissions policy;

## **3 Publication and availability**

3.1 This accessibility plan is available in hard copy on request.

3.2 This accessibility plan can be made available in large print or another accessible format if required.

## 4 Definitions

4.1 Where the following words or phrases are used in this policy:

4.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website.

## 5 Responsibility statement and allocation of tasks

5.1 The Proprietor has overall responsibility for all matters which are the subject of this accessibility plan.

5.2 To ensure the efficient discharge of its responsibilities under this accessibility plan, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the accessibility plan up to date and compliant with the law and best practice	Acting Deputy Head Pastoral	As required, and at least annually
Monitoring the implementation of this accessibility plan, relevant risk assessments and any action taken in response and evaluating effectiveness	Senior Leadership Team	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to this accessibility plan	Senior Leadership Team	As required, and at least annually
Formal review	Proprietor	As required, and at least once every 3 years

## 6 Increasing accessibility

6.1 The School plans, over time, to improve and increase the accessibility of provision in the following areas:

6.1.1 the extent to which disabled pupils can participate in the school curriculum;

6.1.2 the physical environment of the School to increase access to education by disabled pupils;  
and

6.1.3 the delivery of information to pupils, staff, parents and visitors with disabilities.

6.2 Attached are three action plans relating to the above. These will be reviewed as and when necessary. In preparing these action plans, the Proprietor has had regard to the need to allocate adequate resources for their implementation.

6.3 There will be a full review of the accessibility plan at the end of this period, when a new accessibility plan will be produced to cover the next three years.

## **7 Welcoming and preparing for disabled pupils**

7.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

7.2 Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010 when such services may be provided as auxiliary aids and services.

7.3 In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

7.4 In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

## **8 Training**

8.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

8.2 The level and frequency of training depends on role of the individual member of staff.

8.3 The School maintains written records of all staff training.

## **9 Record keeping**

9.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

9.2 The records created in accordance with this policy may contain personal data. The privacy notice for parents and pupils is published on the School's website. In addition, staff must ensure that they follow the School's data protection and information security policies and procedures when handling personal data created in connection with this policy.

## **10 Version control**

Date of adoption of this plan	January 2025
Date of last review of this plan	NA
Date for next review of this plan	January 2026

Plan owner (School)	Acting Deputy Head Pastoral
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### Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Time frame	Goals achieved
Short term	Carry out a School accessibility Audit	Collect Information from pupil profiles or pupils with disabilities.	Priorities established for the School's accessibility plan.	January 2025 and annually thereafter	Awareness of key areas for consideration
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Training of staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.	Flexible approach to disabled pupils.	Success of disabled pupils in examinations.
Short term	To plan and implement improvements and adaptations to the curriculum and co-curricular activities	Department planning.  INSET for staff to develop skills and strategies for differentiation of work schemes to teach pupils with diverse needs due to disability	Improved access to the curriculum and co-curricular activities. Increased staff awareness and confidence.	Ongoing	Fully inclusive lessons and improved access to all aspects of a subject. Increased participation in lessons and co-curricular activities.

Short term	Ensure access to computer technology appropriate for pupils with disabilities.	ICT department audit needs and available technology.  Plans include prioritised purchasing lists for technology and software required by disabled pupils; in liaison with SEND department.  Staff trained and updated on available technology.	Departments aware of the benefits of using technology for disabled pupils and plan for its use in lessons.  Pupils are able to produce work that is in line with their ability and are able to demonstrate what they have learnt.	Ongoing improvement	Improved access to technology by all across the curriculum.  Pupils use technology in line with requirements by JCQ exam access arrangements where appropriate.
Short term	Plans listed above to be reviewed in light of new opportunities that have been facilitated.	To review curriculum arrangements and target any matters arising at department and whole school level.	Targets are collated to inform further Accessibility Planning.	Annually	Access to the curriculum reviewed.



Short term	To facilitate the implementation of a student's Education, Health and Care Plan which outlines needs and any request for reasonable adjustment that enables access and inclusion in all aspects of school life that their non-SEND peers would access.	To work with individual students both on entry to the school and through their school career to remove barriers in terms of access on site and access to learning in the curriculum. To work with individual students who have an Education, Health and Care Plan during their school career.	Pupils' needs are met within the school environment.	Annually This is based on individual needs identified when a student joins the school or as a result of matters arising during their school career.	The impact is seen through pupil outcomes and progression.
Medium term					
Long term					

**Key points to consider when completing this table:**

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?

- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there high expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?

**Reviewed by** Carrie Askew

**Date reviewed** March 2025

## Improving the physical environment of the school to increase access to education by disabled pupils

[*Not for publication*]

	Targets	Strategies	Outcome	Time frame	Goals achieved
Short term	Continued evaluation of physical layout of site; for access of all pupils, staff and visitors.	Undertake an audit of provision by site survey, consultation with staff and consultation with selected pupils	Plan for ensuring that access is allowed and that strategies are recognised for meeting the needs of staff, pupils and visitors to the site.	Annually	Awareness of key areas for consideration.
Short term	Evaluate the above for those who may be wheelchair bound or have restricted mobility.	Undertake an audit of provision by site survey, consultation with staff and consultation with selected pupils	On-going adaptation of physical structure when and where possible.	Constantly reviewed	Reasonable adjustments are made where possible
Short / Medium term	Ensure accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and maintain it.	Minimum of one accessible toilet.		Improved facilities for disabled students and visitors.

Short / Medium term	Ensure that emergency and evacuation systems are set up to inform all students, staff and visitors.	Evaluate current provision in terms of signage, instructions and information.	Adopt measures that improve safe evacuation of all persons.	Annually	Named persons responsible for aiding evacuation of specific individuals.
Medium Term	Assess the suitability of furniture, equipment, acoustics and environs for hearing, visually and physically impaired.	Consultation with staff and pupils.	Adopt rationale for improving the ability of all people to participate fully.	Annually	Awareness of key areas for consideration.
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift.	Ability of disabled pupils to access all areas of the School.		Improved access to educational facilities.

**Key points to consider when completing this table:**

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common rooms allow access for all pupils?
- can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with special educational needs (**SEN**) and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?

- are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

**Reviewed by** Carrie Askew

**Date reviewed** March 2025

## Improving the delivery of information to disabled pupils

[Not for publication]

	Targets	Strategies	Outcome	Time frame	Goals achieved
Short term	<p>Review/audit of all written information given to pupils.</p> <p>Establish if there are, currently, any issues that affect disabled pupils accessing this information.</p> <p>Establish their requirements and preferences</p>	<p>Interview / questionnaire to collect information on current practice and disabled pupils experience.</p> <p>Interview / questionnaire of parents / carers experience.</p> <p>Interview / questionnaire all staff on current ways of differentiating curriculum. Use professional documentation held on pupils with SEN, School Action, School Action + and / or on Learning Support lists; to assess differentiation of the written word.</p>	<p>Pupils, parents and staff are able to express requirements and preferred ways of working.</p> <p>Information disseminated to staff, parents and pupils on alternative ways of delivering the written word.</p>	Updated annually and when a new pupil joins the School.	School has a detailed picture of the needs of individual pupils and alternative arrangements / formats to be used.
Short term	Ensuring availability of written material in alternative formats.	Research sources of alternative formats	If needed, the School could provide		Delivery of information to disabled pupils is

		including costings.	written information on alternative formats.		improved.
Short term	Ensure that disabled pupils and teaching staff are aware of their right to request written information in alternative formats.	<p>Section in staff handbook / on School website referring to access to written information in alternative formats.</p> <p>INSET – disability and using alternative formats to deliver written information.</p> <p>All staff (admin and teaching) given access to the school data base which lists identified pupils and the necessary adjustments with regards to written information.</p>	Department policies recognise and set out how written information will be made available to disabled pupils.	Reviewed annually	Written information made available in alternative formats as required or preferred.
Medium term	Information to parents is offered in alternative formats.	Liaison between SLT / Professional Services and ICT department on various alternative formats for presenting information.	Updated school website.	Reviewed annually	School prospectus and documents for parents are made available in large print and electronic versions.
Long term					

**Key points to consider when completing this table:**

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

**Reviewed by** Carrie Askew

**Date reviewed** March 2025