



Calday Grange
Grammar School

Accessibility Plan

Calday Grange Grammar School

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	Curriculum & Student Welfare Committee	11th March 2024
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1. Aims and Principles

Schools are required under the Equality Act 2010 to have an accessibility plan that is published and evaluated annually, it identifies the action the school intends to take over three years to increase access for those with a disability in three key areas:

- a) Increase the extent to which students with disabilities can participate in the curriculum**
- b) Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided**
- c) Improve the availability of accessible information to students with disabilities**

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

[The Equality Act 2010](#) defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Compliance is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy. The school recognises its duties:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students

3. Definition of Disability

Disability is defined by the definition of disability under the Equality Act 2010 as *"You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."*

4. Activity

The school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. This section outlines the main activities which Calday Grange Grammar School undertakes and is planning to undertake, to achieve the key objectives (above).

a) Increasing the extent to which disabled students can participate in the school curriculum

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport, and cultural activities, and school visits

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements
- Classroom organisation
- Deployment of auxiliary aids and personnel
- Information and training for staff.

b) Improving the physical environment of the school

We see this as attempting to 'increase the extent to which disabled students can take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

c) Provision of Information

The school will make itself aware of services for providing information in alternative formats when required or requested:

- Modified examination papers
- Modified resource and support material
- ICT facilities

The plan will be made available online on the school website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues concerning the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

5. Related Policies

This Plan will contribute to the review and revision of related school policies, for example:

- School Improvement Plan
- SEN policy
- Curriculum Policy
- Health & Safety Policy

6. Action plan

This action plan sets out the aims of our accessibility plan under the Equality Act 2010.

AIM	ACTIONS/STRATEGIES	WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
Increase access to the curriculum for students with a disability	The school offers a differentiated curriculum for all students	Ongoing	Removal of barriers to learning and participation	SLT - annually
	The curriculum is reviewed to make sure it meets the needs of all students	Ongoing	Removal of barriers to learning and participation	SLT - annually
	Curriculum resources include examples of people with disabilities	Ongoing	Removal of barriers to learning and participation	SLT - annually
	Curriculum progress is tracked for all students, including those with a disability	Ongoing	Removal of barriers to learning and participation	SEND
	Targets are set effectively and are appropriate for students with additional needs	Ongoing	Removal of barriers to learning and participation	SEND/Report targets

AIM	ACTIONS/STRATEGIES	WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
	We use resources tailored to the needs of students who require support to access the curriculum	Ongoing	Removal of barriers to learning and participation	SLT - annually
	Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases)	Ongoing	Classrooms optimally organised for disabled students. Class seating plans in all subjects	All staff
	LSAs appointed, with specialist training. Training updated and provided on a needs basis	Ongoing	Additional support for disabled students.	SENCO/HOY
	The school will continue to seek and follow the advice of specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts	Ongoing	Removal of barriers to learning and participation	SENCO Vision support services
Improve and maintain access to the physical environment for staff, students and visitors	Lift in main building offers access to all floors (except W40/41)	Ongoing	Access to most floors of main building, allowing access to further	Annual maintenance and weekly checks – Premises Manager
	Improvements in the acoustic environment	Ongoing as rooms are refurbished	Refurbished classrooms more soundproofed	Ongoing
	Improvements in lighting in classrooms (LED)	2018	All classrooms and corridors fitted with LED lighting from 2018	Premises Manager continually monitors
	Signage	Ongoing	Improved direction around site and disabled areas. Clear information including disabled parking availability, accessible WC provision	Premises Manager continually monitors
	Steps - Yellow paint on all external steps	Ongoing	Reduced/zero H&S incidents	Premises Manager continually monitors

AIM	ACTIONS/STRATEGIES	WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
	<p>Ramps - Business Centre Glasspool Building</p> <p>An additional permanent ramp was added to the top yard between the Hall and Technology block, giving safer access around the school</p>	2021	<p>Safer and easier access for students around the school site.</p> <p>Wheelchair access – no barriers to access on the ground floor</p>	Premises Manager continually monitors
	Re-surfaced steps leading to Twist block	2023	Safer and easier access for students around the school site.	Premises Manager continually monitors
	Disabled parking spaces at front of school, by Twist block and by Business Centre	Ongoing	Accessibility to all areas of school	Premises Manager monitors line painting
	External hard surfaces (e.g. loose and broken paving slabs) repaired as soon as they are reported – skilled handyman employed to carry out Health and Safety repairs daily	2023	Safe access around all areas of school	Premises team check external areas weekly
	<p>Refurbished toilets in Hawkins and Dodd have open doorways to enable wheelchair access.</p> <p>Plan to improve other toilets around site as part of 5-year estate plan</p>	<p>2020-2023</p> <p>Ongoing</p>	Programme of improvements to toilets	ABM
	Disabled toilets facilities that meet Equality Act 2010 requirements in Reception and Glasspool	2018	Accessible toilets	ABM
	Improve external lighting on site	Ongoing	Lights installed in darker areas of the site for evening events	ABM
	Automatic door in Reception to improve access for visitors and students	2018	Improved accessibility for visitors and students	Annual checks – Premises Manager
	The school will take account of the needs of students, staff and visitors with physical difficulties and sensory impairments when planning	Ongoing	Continuous improvement of accessibility for all	ABM and Deputy Head (Internal Community)

AIM	ACTIONS/STRATEGIES	WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
	and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.			
Improve the delivery of information to students with a disability	<p>The school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Resource material can be produced in an alternative format when requested or required. ● Large print resources ● Pictorial or symbolic representations ● Adapted curriculums ● T loop ● Google Drive ● Adapted PE resources 	Ongoing	<p>Staff follow advice and students receiving modified material</p> <p>Effective exchange of information</p>	SENCO
	<ul style="list-style-type: none"> ● Examination papers ● Access arrangements 	Annually	Good links between exams officer and SENCO and Emma Owen.	SIMS and Data Manager/SENCO

8. Monitoring and Evaluation

This Accessibility Plan will be monitored every 3 years by the Governing Body but reviewed annually by SLT.