**OLDHAM HULME GRAMMAR SCHOOL**

**ACCESSIBILITY FOR DISABLED PUPILS PLAN**

*This policy is applicable from EYFS through to year 13*

The Accessibility Plan is listed as a statutory document by the Department for Education. The plan must be reviewed every three years and approved by the Governing Body. The purpose of the plan is to show how Hulme Grammar School are planning for:

* **Increasing access for disabled pupils to the school curriculum.**

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

* **Improving access to the physical environment of schools.**

This covers improvements to the physical environment of the school and physical aids to access education.

* **Improving the delivery of written information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable time frame.

To comply with The Equality Act 2010, Hulme Grammar School aims to ensure that all students, prospective students, parents, staff and governors in school are valued and respected, regardless of any disability or additional needs they may have. The school will be proactive in improving the accessibility of its educational provision to pupils or prospective pupils with disabilities. The school aims to work closely with disabled students, their families and outside agencies to remove or minimise potential barriers to enable full participation in school life.

The school has a Special Educational Needs and Disability policy which reflects the principles detailed in the SEND Code of Practice 0 – 25 (2014) The Disability Equality Act (2010) and Advice for Schools. (DFE June 2014) The main aim within the SEND policy is for all pupils in school to have access to a broad and balanced education. Training is provided for staff to raise awareness of disabilities. Teachers are made aware aware of the needs of individual students and guidance is provided to help teachers support pupils with disability. Teachers play an important role in removing barriers to pupil participation or achievement through considered planning and differentiation or additional support.

All policies, procedures and facilities are regularly reviewed and part of this process will include consideration of how they will affect pupils and prospective pupils who are disabled.

We actively implement the school’s equal opportunities policy for staff. We take a fully inclusive approach to our staff recruitment and aim to appoint new employees based on their skill set and qualifications and regardless of any disability he or she may have. We will endeavour to ensure members of staff are provided with the necessary support for their needs.

If parents have a disability which requires adjustments to be made for them, we will endeavour to find a solution to any difficulties arising. This may include ensuring meetings are in an accessible room, telephone calls, written information sent electronically, etc.

The school will regularly review and take action to improve the physical environment of the school in order to increase the extent to which disabled pupils, parents and staff are able to take advantage of education and associated services offered by the school, by means of reasonable adjustments and planning for the future. When new building works are undertaken, the school will endeavour to improve accessibility. For example, when the Art block was built a lift was included and the refurbishment of the boys’ toilet block included a separate disabled access toilet. When the Science block was refurbished, gas taps were installed on the ground floor allowing for Chemistry lessons to be moved downstairs to accommodate a student with mobility difficulties. Doorways were also widened to allow wheelchair access. Exterior and interior lighting is being improved in a rolling programme. In recent years, we have responded as new pupils have joined the school. For example, we have put high contrast edging strips on all stairs, and installed a low height toilet in the Infants.

There are disabled parking spaces for 6 cars at the main senior school building with a ramp providing wheelchair access to the ground floor including the main hall. A mobile ramp is available to use for buildings with a single step up to the entrance.

**Admissions**

Parents are asked for information regarding any medical conditions (including allergies), disabilities, or learning difficulty of their child when registering interest. Parents may be asked to discuss any additional needs. It may be appropriate for parents to come into school to walk around the site to determine what adjustments / support would be needed. Any adjustments to be made to allow the child to access our curriculum or the school facilities should be discussed and agreed before admission.

The school will make special arrangements where necessary and reasonable in order for a child to sit the entrance examination.

Oldham Hulme Grammar School will consider accessibility when regularly monitoring policies and the following: admissions, attainment, attendance, exclusions, education, extra-curricular activities, governing body representation, physical school environment, selection and recruitment of staff, sporting education and activities, residential activities, staff training, communication with pupils and parents and welfare. From this, school will create an Accessibility Action Plan relating to the ISI Regulatory Standards on Special Educational Needs and Disability.

**Accessibility Plan for Disabled Pupils reviewed: November 2018**

Signed:  Principal Date:

Signed:  Chair of Governors Date:

**Next Review Due: November 2021**

**Accessibility Action Plan 2018 – 2021**

*This plan is applicable from EYFS through to year 13*

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| **Target** | **Tasks** | **Timescale** | **Resources** | **Responsibility** | **Monitoring** |
| Increasing the extent to which disabled pupils can participate in the Curriculum    Create effective learning provision for all students. | Reinforce responsibilities of all teachers to meet individual needs. Reasonable adjustment guidance.  Improve differentiation of the curriculum. Guidance on providing an inclusive environment.  Consider alternative accreditation at key stage 4 to have available if needed. | Ongoing      Ongoing      Explored on a case by case basis. | Pupil passports produced by AHH. Training provided.  Nil      Nil | AHH      HoDs/AHH      NGHJ |  |
| Ensure participation of disabled pupils in extra curricular activities and educational visits. | Produce guidance for including children with disability in extra-curricular activities, on school trips/residentials, checking suitability of venue, providing additional staffing/ reasonable adjustments. etc. Aim to include all students regardless of needs, even if this means choosing alternative venue. To be added to trip forms. | Case by case basis | Nil | JCB and HoDs |  |
| Ensuring access to the curriculum for students with visual impairment | Produce planning checklists for residential visits, considering additional support / risk assessments. Involving parents in planning.  Use of Google classroom to allow students to enlarge whatever is on the whiteboard.  Use of RNIB bookshare / customeyes  Equipment such as magnifiers provided for practical work | Case by case basis      Ongoing | Nil  Some additional resources | AHH/HoDs/  Class teachers    Class teacher / AHH |  |
| Ensure all policies consider the implications for pupils with disability. | Review policies with physical disability in mind.  Review behaviour policy and ladder of consequence, anti-bullying policy, safeguarding, etc in relation to student with disability. | Ongoing | Nil | Principal |  |
| To promote positive attitudes to disability | Review PSHE programme  Review assembly programme | August 2018 | Nil | JCB |  |
| Improving the physical environment of school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided |  |  |  |  |  |
| Improving access for students with physical difficulties | Audit access to buildings and floors around school.  Enquiry made to local authority about lowering kerb at the sides of the pedestrian crossing.  Create personal evacuation plan if needed for pupils with disability (included in risk assessment - shared). | Awaiting outcome of condition survey  Feb 2019      Jan 2019 | Cost of external audit    Nil for school | CW / RG    AHH      AHH |  |
| Fit ramps and handrail to more building access points | Include in access audit (see above) | As above | Nil | CW/RG |  |
| Feasibility of provision of lift in Senior school building | Costs and logistics explored; not currently feasible on cost grounds. | Ongoing | Provision would need to be made in budgets.  Est c. £60,000 | CW/RG |  |
| Consider the feasibility of a low arousal space. | Possible locations under consideration. | July 2019 | Refurbishment costs (decoration and furnishing) | SMT |  |
| Ensuring safety for pupils with visual impairment. | Ensuring all steps in school have high visibility strips.  Improving lighting  Checking flooring / outside surfaces  Review signage of rooms; some already in place. | Sept 2019    Ongoing  Ongoing  Dec 2019 | Minimal    Budget allocation  Budget allocation  Need to order some new signs | RG    RG  RG  RG |  |
| Improving the availability of accessible information to those with disabilities | Large print format available  Use of coloured photocopier paper/ coloured overlays for student with visual difficulties  Explore provision of information in different formats, eg Braille, reduced/simplified language / widgit symbols in case need arises    Audit signage in the buildings and ground    Plan to accommodate disabled parent for meeting or school event. eg explore availability of a signer should the need arise | Ongoing      Where needed        August 2019 | Minimal      As required        Budget for signs    Individual arrangements as required | AHH/Class teachers    AHH        RG |  |

**Accessibility Action Plan 2015 – 2018**

*This plan is applicable from EYFS through to year 13*

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| Action | Standard to be met | Target Completion Date | Key Staff | Success Indicators | Review and Evaluation |
| Review all school policies to ensure SEND included | 3.2 a,b,c | Summer 2017 | SMT, HODs | Policies reviewed and updated | Ongoing monitoring of all policies as they are updated. |
| Conduct audit of physical accessibility to buildings | 3.2 b | Summer 2017 | Estates Manager / Director of Business Operations | Audit available to use for action plan | Estates Manager and Director of Business Operations to complete new audit. |
| Ensure high contrast stair / step edge markings are in place in Hulme Court building and grounds | 3.2 b | Summer 2016 | Director of Business Operations, Estates manager | Stair / step edges clearly marked | Completed. Estates manager to check any new buildings for high contrast edging. |
| Improve the accessibility of all curriculum materials | 3.2 a,c | Summer 2016  Annually review | SMT, HODs, Head of Learning Support | Pupils with disabilities able to access curriculum materials | Ongoing. Some improvement but need to continue development. |
| Review Registration form to ensure we identify access needs | 3.2a,c | September 2015 | DJD/Angela Fenton | Forms completed by parents and information used effectively | Achieved |
| Review communication with parents to ensure accessibility | 3.2 c | July 2016 | SMT, Director of Business Operations | Communication reviewed and improvements planned | Rolled forward and expanded in the new plan. |
| Chromebook project | 3.2 c | Introduced October 2015  Reviewed July 2016 | SMT, MJ, NG, MKO | Pupils able to use Chromebooks effectively to remove barriers to learning / presenting their work. | Now embedded. |
| Review administration of medicines and train volunteer staff |  | July 2015 | SMT, School Nurse, Pastoral Staff | Training arranged for volunteer staff | Supporting medical conditions policy has been reviewed. |
| Review list of common disabilities and adjustments | 3.2 a, c | July 2015 | SMT, Pastoral staff, School Nurse | List completed and adjustments in place | SEND Information folder in place on google drive. |
| Refurbishment of buildings - Chemistry block, New Hall, Dining Hall | 3.2 b | Part of School Development Plan  2-5 year timescale | SMT, Governors, Director of Business Operations, Estates Manager | Improved accessibility through reasonable adjustments | Chemistry block refurb completed. Ground floor access to Physics or Chemistry, widened doorways. Step up to entrance - portable ramp must be used. |
| Resurfacing area behind Estcourt | 3.2 b | Summer 2016 | Director of Business Operations | Improved surface for greater access and safety | Completed. No lips / edges. Good access and safety. |
| Finalise new SEND policy and practice | 3.2 a | September 2014 -2015 | Head of Learning Support, SMT | Set up online Staff Information folder.  Staff training. Improved provision for pupils with SEN/ disability | Online folder complete. Staff training has taken place. October 2017 |
| SEND Report available on school website | 3.2 a, c | September 2015 | Head of Learning Support, SMT | Information provided to parents regarding the school’s provision for pupils with SEN / disability | Completed  Reviewed annually. |
| Provide further support for children with behavioural and social integration difficulties | 3.2 a | July 2016 | Deputy Principal pastoral, Directors of Pastoral Care, Pastoral Coordinators, Head of Learning Support, Pastoral Staff | INSET for staff. Improved support of pupils in class and social settings. | Additional advice has been provided for staff. Training on Positive Behaviour Strategies. June 2015 |
| Staff training on disability where needed | 3.2 a, c | July 2016 | CPD coordinator | INSET for staff. Improved awareness and understanding | Oct 2017 Equality and Diversity (Gareth Morewood); Oct 2016 SEND in the classroom - Meeting the needs of all pupils. (Andrea Howarth) Nov 2016 Attachment training (Adoption Matters) September and October 2015 Mental Health and Autism Training, Lynne Allen. June 2015 Positive Behaviour Strategies (PBS Training) |