

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 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, the 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: September 2023

Next Review Due: December 2024

Accessibility Action Plan 2022-2025

This plan is applicable from EYFS through to year 13

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Increasing the extent to which disabled pupils can participate in the Curriculum	Reinforce responsibilities of all teachers to meet individual needs. Reasonable adjustment guidance and access arrangements for exams.	Ongoing	Pupil passports produced by RBW. Training provided.	RBW	
Create effective learning provision for all students.	Improve differentiation of the curriculum. Guidance on providing an inclusive environment.	Ongoing	Nil Ongoing staff CPD	HoDs/RW	
	Consider alternative accreditation at key stage 4 to have available if needed.	Explored on a case by case basis.	Nil	MCJ	
Ensure participation of disabled pupils in extra curricular activities and educational visits.	Review 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 venues. To be added to trip forms.	Case by case basis	Nil	JCB and HoDs	

Ensuring access to the curriculum for students with visual and hearing impairment	Produce planning checklists for residential visits, considering additional support / risk assessments. Involving parents in planning.	Case by case basis	Nil	RBW/HoDs/ Class teachers	
	Use of Google classroom to allow students to enlarge whatever is on the whiteboard.	Ongoing	Some additional resources	Class teacher / RW	
	Use of RNIB bookshare / customeyes				
	Equipment such as magnifiers provided for practical work				
	Training for staff when using hearing aid technology. Review of acoustics in classrooms.	Ongoing	Some additional resources and training materials from Teachers of the Deaf	Class teacher/RBW	
Ensure all policies consider the implications for pupils with disability.	Review policies with physical disability in mind.	Ongoing	Nil	Principal	
	Review behaviour policy and ladder of consequence, anti-bullying policy, safeguarding, etc in relation to students with disability.				
To promote positive attitudes to disability	Review PSHE programme	Begin review Summer 2022; implementation	Nil	RBW	
	Review assembly programme				

		to begin academic year 2022/2023		PSHE coordinators across all settings	
Improving the physical environment of school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided	<p>Audit of lighting (including blinds) and interactive whiteboards in classrooms to ensure all children (including those with visual impairments) can effectively see presentations by staff.</p> <p>Audit of audio equipment (such as speakers) to ensure children (including those with hearing impairments) can hear any presentations effectively during lessons.</p>	Begin audit Summer 2022	May need to look at costs for replacing/updating older equipment	IT Support ND/RG	
Improving access for students with physical difficulties	<p>Continually assess access to buildings and floors around school. Includes wheelchair access to Prep School buildings.</p> <p>Create personal evacuation plan if needed for pupils with disability (included in risk assessment - shared).</p>	Ongoing Case by base basis	Cost of external audit Nil for school	ND / RG RBW	
Fit ramps and handrail to more building access points	Include in access audit (see above)	As above	Nil	ND/RG	
Feasibility of provision of lift in Senior school building	Costs and logistics explored, the age and layout of the school means this would be a costly project, circa £90k - Revisit in 2023	Ongoing	Provision would need to be made in budgets.	ND/RG	

Ensuring safety for pupils with visual impairment.	Ensuring all steps in school have high visibility strips.	Ongoing	Minimal	RG	
	Improving lighting	Ongoing	Budget allocation	RG	
	Checking flooring / outside surfaces	Ongoing	Budget allocation	RG	
	Review signage of rooms; some already in place.	Spring/Summer 2022	Need to order some new signs	RG	
Improving the availability of accessible information to those with disabilities	Large print format available	Ongoing	Minimal	RBW/Class teachers	
	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	Where needed	As required	RBW	
	Audit signage in the buildings and ground				
	Plan to accommodate disabled parents for meetings or school events. eg explore availability of a signer should the need arise	Spring/summer 2022	Budget for signs Individual arrangements as required	RG	

Accessibility Action Plan 2022 – 2025

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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	Annually	SLT, 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 2024	Facilities Manager / Head of Finance and Support	Audit available to use for action plan	
Ensure high contrast stair / step edge markings are in place in Hulme Court building and grounds	3.2 b	Summer 2024	Head of Finance and Support / Facilities manager	Stair / step edges clearly marked	Completed. Facilities Manager to check any new buildings for high contrast edging.
Improve the accessibility of all curriculum materials	3.2 a,c	Annually review	SLT, HODs, Head of Learning Support	Pupils with disabilities able to access curriculum materials	
Review Registration form to ensure we identify access needs	3.2a,c	Summer 2024	CBr/Admissions Officer	Forms completed by parents and information used effectively	
Review communication with parents to ensure accessibility	3.2 c	Annually	SLT, Head of Finance and Support, Examinations officer	Communication reviewed and improvements planned	

Chromebook project	3.2 c	Introduced October 2015 Reviewed Annually	SLT, MJ,	Pupils are able to use Chromebooks effectively to remove barriers to learning / presenting their work.	Now embedded.
Review administration of medicines and train volunteer staff		Annually	SLT, 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	Annually	SLT, Pastoral staff, School Nurse	List completed and adjustments in place	SEND Information folder in place on google drive.
Refurbishment of buildings - New Hall,	3.2 b	Part of School Development Plan 1-2 year timescale	SMT, Governors, Head of Finance and Support/ Facilities Manager	Improved accessibility through reasonable adjustments	New Hall to be refurbished by Summer 2023 - completed
Review SEND report and policy (including whole school provision map) for school website	3.2 a, c	Annually	Head of Learning Support, SLT	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	Annually	Deputy Principal, Assistant Principal Pastoral, Pastoral Coordinators, Head of Learning Support, Pastoral Staff	INSET for staff. Improved support of pupils in class and social settings.	

Staff training on disability where needed	3.2 a, c	Review annually based on training needs of staff	CPD coordinator; Head of Learning Support	INSET for staff. Improved awareness and understanding	Working alongside external agencies, such as SALT, CAMHS and QEST, to deliver bespoke training on specific needs.
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