



# **ALTRINCHAM GRAMMAR SCHOOL FOR BOYS**

## **ACCESSIBILITY PLAN 2020**

<b>Nominated Lead Member of Staff:</b>	<b>HM/CH</b>
<b>Last Review Date:</b>	<b>2020</b>
<b>Next Review Date:</b>	<b>2022</b>

### **School Mission**

#### **Our Mission:**

**At Altrincham Grammar School for Boys we aim to nurture young men who are respectful to others, responsible in their attitude, rigorous in their approach, and resilient in the face of challenges. We believe that we are better learners when we are healthy and happy, better people when we are confident and caring, and a better community when we are imaginative and inclusive.**

#### **Our Values:**

**Love of Learning; Respect; Responsibility; Resilience**

### **Introduction**

Altrincham Grammar School for Boys is committed to the principle that all students realise their potential. This is achieved through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all, regardless of specific need. To this end we are committed to providing an environment that enables full access to all pupils, staff, parents and visitors regardless of their physical, social, spiritual, emotional and cultural background. We will take positive action in line with the Equality Act (The Act) with regard to disability and we will develop and promote a culture of inclusion, support and awareness within the school.

The Accessibility Plan will be considered when drafting school policies and will be reported upon annually. It is intended that improvements to the school environment will be included in the School Strategic and Operational Plans.

## **Purpose**

**The Plan sets out proposals to increase access to education for students with a disability in the three required areas as stated in the planning duties in The Act:**

- increase the extent to which students with disability can participate in the school curriculum.
- improve access to the physical environment of the school.
- improve the delivery of information.

**The school also recognises its responsibility towards staff with disability and will:**

- monitor recruitment procedures to ensure that all people with disabilities are given equal opportunities.
- ensure that any staff with disabilities are supported with special provision to ensure that they can work effectively.
- and where necessary, make reasonable adjustment to enable staff to fully access the work place.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Monitoring**

The Plan will be reviewed in consultation with students, students with disability, parents of students with disability, staff, Governors and external stakeholders.

### **What is meant by disability?**

**The Act defines disability as:**

**"A person has a disability if he or she have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out daily activities."**

These impairments include sensory loss, mental health condition, learning difficulties, dyslexia and physical/medical conditions such as mobility impairment, diabetes and epilepsy. Behaviour difficulties are only included when they relate to underlining physical or mental impairment or result from a mental condition which is well recognised, e.g. ADHD, ADD, ASC etc. This therefore includes a number of students who are or may be on our Special Educational Needs and Disabilities (SEND) Register.

Within this document the term “curriculum” refers to both teaching and learning within school time and participation in co-curricular activities and school visits.

## **Overall Strategy**

**We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:**

- setting admission criteria which do not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- Consulting with outside specialists/medical advisers where provision of additional equipment might be required to enable a student with disability to access school eg laptop/tablet, adjustable furniture.

It is important that regular **monitoring** occurs to ensure that students with disabilities are not being disadvantaged and that this will lead to action planning.

## **Planning Duty 1**

**Increasing the extent to which students with disabilities can participate in the school curriculum**

It is our aim to:

1. Audit students, who require learning support, in the autumn term, to assess the differentiated resources available to them.

2. Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom.
  - All departments to ensure that schemes of work have clear differentiation included.
  - SEND Department to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all pupils.
  - Teaching staff to liaise with SENDCO and Teaching Assistants (TAs) prior to lessons so that support is fully utilised.
3. Ensure equal access for students with disability to co-curricular activities and school visits.
  - Risk assessment and planning of trips to include accessibility references.
  - Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEND List.
4. Ensure that all pupils feel supported and included within the school.

## **Planning Duty 2**

### **Improving access to the physical environment of the school:**

This is to enhance the extent to which students with disability can take advantage of the educational opportunities within the school.

AGSB is a large school of approximately 1,300 boys on a complex and intensively used site, which includes buildings and pathways which have differing levels, and in some cases restricted access. The school will seek to take all reasonable steps to accommodate specific requirements when they arise.

We will carry out an annual access audit to inform improvement of the physical environment of the school.

We 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 the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources:

#### **1. Access to/from the school:**

- Provide appropriate ratio of designated disabled parking spaces
- Install ramps next to existing steps where appropriate to improve pedestrian and wheelchair access

#### **2. Lighting**

- Provide adequate lighting in all areas of the school environment

#### **3. Signage**

- Improve signage around the school with appropriate additions which will facilitate those with visual impairment

#### **4. Steps**

- Ensure all steps are highlighted with yellow markings

#### **5. Toilets**

- To have sufficient accessible toilets available along with appropriate hand washing facilities.

#### **6. Lifts**

- Lifts to be provided in all new buildings

### **Planning Duty 3**

#### **Improving the delivery of information (to students with disability and parents).**

We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any student's attendance at the school.
- Provide suitable BSL interpreter for meetings where requested.