

Wakefield Grammar School Foundation Including EYFS

DISABILITY ACCESS PLAN

3-year period covered by the plan: June 2015 to June 2018

INTRODUCTION

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils covered under Part 4 of the DDA and now the Equality Act 2010.

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

SECTION 1 - BACKGROUND

1A. Definition of Disability

The DDA describes a disability as a physical or mental impairment which has a substantial and long-term adverse affect upon the ability to carry out normal day to day activities. Impairments include sensory impairments such as those affecting sight or hearing, communication disorders and learning difficulties. People who had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well recognised are included. Many of the children who have Statements of Special Educational Needs fall within the terms of the DDA and the definition also includes other children who do not have statements.

1B. Foundation Vision and Values

Wakefield Grammar School Foundation endeavours to ensure that all its pupils and potential pupils who meet the schools' academic entrance criteria are able to derive benefit from the full academic and extra curricular programmes of the schools.

If the disabled pupil meets the admissions criteria then the Foundation will need to consider whether it is able to adequately meet and cater for the pupil's needs, taking into account the requirement to make reasonable adjustments. If the reasonable adjustments are not able to meet the pupil's needs then it is lawful not to admit the pupil. The Foundation is permitted to make entrance of a disabled pupil conditional upon receiving additional support with a charge made to the parents over and above the normal school fees. This must be made clear to the parents at the outset.

Many reasonable adjustments are already met within the Foundation's schools with some auxiliary aids such as overlays and pen grips. From September 2012 provision for auxiliary aids and services become the responsibility of the school. Should the aid be part of a pupil's lifestyle, and not solely used in school, it would be deemed reasonable to share the cost with parents.

Staff should seek to create an educational partnership with pupils and their parents. They should support all pupils in their learning, remove any barriers to that learning and avoid anything that would deprive or exclude a pupil from an activity.

SECTION 2 - MAIN PRIORITIES IN THE SCHOOL PLAN

2A. Increasing the extent to which disabled pupils can participate in the school curriculum :

TARGET	ACTION	TIMEFRAME	OUTCOMES
Improve identification of pupils with barriers to learning within the school including EYFS	Consult with Head of Learning Support, Head of EYFS, Head of Year, Form Teachers to gain accurate assessments and feedback on individual pupils.	Ongoing	Staff to be aware of specific barriers to learning for individual pupils via IEPs, meetings and assessments
Pupils within school including	The Graduated Approach	Ongoing	Staff inset given and the

<p>EYFS experiencing learning difficulties are identified as early as possible and a programme put into place</p> <p>Pupils who have been identified as SEND are closely monitored to track progress Refer to SEN/LS Policy)</p> <p>Assessment for access arrangements</p>	<p>(SEND Code of Practice 2014) operating in all schools which will lead to early identification of SEND.</p> <p>Pupils and SEN/LS monitored throughout school to establish 'need'. Pupils in year 9 who have been in LS are assessed for Access Arrangements</p>		<p>approach embedded. Parents contacted and involved as soon as possible in the Identification process and the assessment process. (Refer to SEN/LS Policy)</p> <p>Pupils are allowed access arrangements for internal and external examinations.</p>
<p>Continue to develop a range of learning resources that are accessible for pupils with different disabilities including EYFS</p>	<p>Heads of Department to review annually resources in their curriculum to provide adjustments</p>	Ongoing	<p>Pupils with disabilities have increased access to curriculum materials</p>
<p>Teachers and other staff to develop their knowledge of different styles of teaching and learning and to develop skills to deal with pupils with specific disabilities</p>	<p>Head of Pastoral Care and Head of Learning Support to provide or arrange specific training or information for new and existing staff relating to disabilities experienced by pupils. Information to be issued to teachers through the induction process.</p>	Ongoing	<p>Staff have a greater understanding of disability issues, can identify barriers to learning and can produce lesson plans with methods of differentiation applicable to individual pupils. Induction given to all new members of staff</p>
<p>Disability equality to be included in the PSHEE curriculum including PSED</p>	<p>Head of PSHEE (or Teacher responsible for PSHEE) to ensure disability equality is included in the curriculum</p>	Ongoing	<p>Pupils have a greater understanding of disability issues. Reduction in disability related name-calling or mild discrimination</p>

2B. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

TARGET	ACTION	TIMEFRAME	OUTCOMES
<p>Continue to ensure all fire procedures take account of the needs of pupils and visitors with disabilities</p>	<p>Estates Manager, School Heads, Head of Learning Support, other SLT as appropriate and the Foundation Health and Safety Consultant to</p>	<p>Each September for new intake of pupils or if a known</p>	<p>Maintain the safety of disabled pupils at school and ensure there is a recognised set of procedures to meet their needs</p>

	examine all the current procedures and risk assessments to ensure the needs of existing and future disabled students have been identified.	disabled pupil starts	From 2011, Personal Emergency Evacuation Plans (PEEPs) have been provided for disabled students (included in the Fire Safety Policy) Evac chairs have been in place for many years and key refresher training provided in 2014 for 6 key staff at both schools.
Ensure where possible and reasonable that physically disabled pupils and visitors can negotiate steps around the Foundation sites, especially school entry points, corridors and teaching areas.	Provide ramp access and lifts (new build projects). If this is not possible then ensure hand rails are installed on steps and stair cases. New stair lift installed in WGHS Ross 6 th Form Centre New ramp behind DT at QEGS In CH good quality ramps in playground and disabled lift in playground Purchase mobile ramps	Up to 2015 New build projects as appropriate Spring 2011 Summer 2013 September 2011 2014	Disabled pupils and visitors can move as freely as possible around the Foundation sites. Disabled pupil in a wheelchair can access 6 th Form Centre Enable wheelchair access to the science rooms Disabled pupils and visitors give access to EYFS building and CH hall Enable access to some older buildings e.g. St Johns, WGHS Main Block, QEGS History classrooms
All specific classroom and common area refurbishments take account of needs of disabled pupils and visitors	During upcoming and future refurbishments, all aspects that would impact a disabled pupil are reviewed – location of whiteboards, location of door handles, positioning of safety signs, colour schemes, use of window blinds Portable hearing loop system to enable hearing impaired children to participate fully in lessons. Specialist advice being sought.	Ongoing Rooms/Labs refurbished in STC (2011-14) QEGS Junior Annexe (2014) QEGS Senior 1952 Block (2010-2014) To be installed in WGHS Senior School	More recent legislative changes in respect of design are incorporated to allow disabled pupils to enhance their learning and be more comfortable in school Two hearing impaired pupils entering senior school in September 2015

Ensure there are adequate toilet and changing room facilities suitable for disabled pupils and visitors	<p>Review the existing facilities and recommend changes as appropriate</p> <p>Disabled toilets installed in Centenary House [CH] Disabled toilet in QEGS Senior Main Block QE Hall toilets including new disabled toilet refurbished WGHS Changing rooms disabled toilet added</p> <p>WGHS Main Block</p>	<p>September 2011 September 2011 Summer 2012 Summer 2012 Summer 2013</p>	<p>The Foundation provides appropriate facilities for the needs of disabled pupils</p> <p>Good quality toilet facilities in CH Good quality disabled toilet in QEGS New disabled toilet facility for staff and visitors in QE Hall New disabled toilet facility for staff and visitors in Jubilee Hall New disabled toilet facility for staff and visitors in Main Block</p>
Ensure appropriate access and facilities are included in any major new or refurbished buildings	2015-2018 plans include the refurbishment of the WGHS Library, the WGHS Dining Room and the QEGS DT facility	2015-2018	21 st century library (learning resource centre), modern dining room and DT room that includes facilities to enable disabled pupil to fully utilize the resource. This would cover both physically disability and also sensory (e.g. hearing and sight) disabilities.

2C. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

TARGET	ACTION	TIMEFRAME	OUTCOMES
Make information available more accessible to pupils with disabilities	SLT to liaise with the Head of Learning Support to advise the most appropriate method of delivering information to particular pupils [depending on age] e.g. pupils with Asperger syndrome or autism, pupils with dyslexia/dyspraxia, pupils who are visually impaired or with impaired hearing	Ongoing	Pupils with disabilities have equal access to information. The school is able to respond quickly to requests for information in alternative formats Pupils now have remote access to the portal. A folder on the staff drive in all school with information about the different disabilities. Inset given to all staff on

			<p>'Hidden Disabilities'</p> <p>Enlarged scripts available for pupils with visual difficulties.</p> <p>Enlarged text books available in science.</p> <p>Information on all staff room notice boards.</p> <p>Inset from ADHD specialist to all staff.</p>
Make information available to parents of pupils with a disability or parents with a disability themselves	SLT to discuss with parents their preferred method of receiving information about their child(ren).	Ongoing	Parents have equal access to information about their children
A coordinated system of information about pupils which contains information on the whole child including SEN/LS through all schools in the Foundation	SIMs to be rolled out across the foundation	Ongoing	Staff have information about the pupil from the entry point to leaving. This gives a comprehensive overview of 'the pupil'.
Improve communication and interaction/Cognition and learning/social and emotional mental health/sensory or physical needs for pupils in the Foundation with particular emphasis on EYFS. (SEND Code of Practice 2014)	<p>Communication and Interaction – Continue to train staff and provide resources for pupils with speech and language difficulties</p>	Ongoing	Most EYFS staff now had training externally. Inset also given from external specialists to all staff.
	<p>Cognition and Learning – Staff training to demonstrate and promote understanding and recognition of difficulties which pupils may be experiencing in their learning. Staff to develop resources to try remediate any difficulties both in school and at home with parents.</p>	Ongoing	Inset given on 'Bag of Tricks' and resources in all schools. Teachers now have a bank of resources to use both at school and with parents and pupils as part of The Graduated Approach. (SEND Code of Practice 2014)
	<p>Social Emotional and mental Health Information and advice is available for parents and pupils via external agencies.</p>	Ongoing	ADHD inset from the Huddersfield CAMHS team for staff. Educational Psychologist is available to give advice and recommendations for pupils with these difficulties. Star Bereavement inset to staff
	<p>Sensory or physical needs. Pupils with sensory or physical needs will have</p>	Ongoing	Pupils with sensory or physical needs will have access.

	access to all school activities.		
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SECTION 3 - MAKING IT HAPPEN

3A. Management, Co-ordination and Implementation

This plan was first drawn up in 2009 for the period 2009 to 2012 and was approved by the Governors of Wakefield Grammar School Foundation. In the Autumn Term 2011 it was reviewed for the first time pending an ISI inspection. It has been updated to cover the three years 2012 to 2015 and now extended to 2018.

Over the duration of this plan, there will be consultation with all members of the school community with the aim of using their feedback to inform future plans.

In 2015 the Foundation is exploring the possibility of acquiring the Clayton Hospital site, located between the QEGS and WGHS sites. If this project proceeds it will enable a step change in the disability access arrangements for pupils and visitors, with purpose built buildings and sports facilities rather than the old, often listed buildings that are prominent on the existing sites. Parking arrangements, including those for people with disabilities, will also be much improved. Longer term plans include a building a swimming pool which will potentially allow physically disabled pupils to participate in water based activities.

This plan forms part of the Foundation's Policies and Procedures and should be read in conjunction with other Foundation and individual school policies such as Admissions, Child Protection, Anti-Bullying, Behaviour and Discipline, Equal Opportunities, Learning Support, PSHE, Curriculum. All policies are available from the Bursar (Foundation policies) or from the Head (School specific policies).

3B. Getting Hold of the School's Plan

This plan is available to parents on the website and/or on request from the Governors' Office.

The plan will be available to staff on the staff shared drive or can be obtained from the Head, a member of the SLT or the Bursar.

Review History	
Disability Access Plan written	September 2009
Reviewed	August 2011
Reviewed and updated (LP)	September 2012
Reviewed and updated (SM/VD)	December 2012
Reviewed and updated (LP)	September 2013
Reviewed and updated (LP)	June 2015
Amended (SMM)	November 2015