

Wakefield Grammar School Foundation

Disability Action Plan 2017-2020

1.0 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 of Wakefield Grammar School Foundation (the Foundation) has had three key duties towards disabled pupils covered under Part 4 of the DDA and now the Equality Act 2010 which are:

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

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

- a. increasing the extent to which disabled pupils can participate in the school curriculum;
- b. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. 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.

2.0 Admissions

- The schools of Wakefield Grammar School Foundation are pleased to accept applications from prospective students with disabilities which includes applicants with physical disabilities, hearing and/or visual impairment, mental health difficulties, special learning difficulties and special educational needs (SEN) and to consider each case on its merits, taking into account the considerations set out below.
- The Foundation is committed to maintaining excellent standards in all aspects of the schools' activities and to enable all students in the schools to make the most of their talents, both academic and non-academic. The schools also encourage all students to do their utmost to enable their fellow students to make the most of their talents.
- These principles extend to those students and prospective students with disabilities subject to the legal obligation to make reasonable adjustments and not to put any disabled student or potential student at a substantial disadvantage compared to any student who is not disabled.
- In developing new approaches to learning, the Foundation will take account of the needs of disabled and SEN students.
- Where a student or applicant to one of the Foundation's schools is able to cope with the academic demands of the respective school, as long as reasonable adjustments can be

made, the schools will strive to ensure that such adjustments are made and that the student is not disadvantaged. For example, please see the schools' Learning Support policies for procedures involving extra-time and for details of co-ordinating access arrangements with examination boards.

- The Foundation is required to make reasonable adjustments to ensure that disabled students are not placed at any disadvantage. In considering what is reasonable, the Foundation will take into account:
 - The need to maintain academic and other standards
 - Financial resources available
 - The practicability and cost of a particular measure
 - Health and safety considerations
 - The interests of other students
 - Any SEN statement or assessment regarding a particular student.

- The Foundation recognises that inclusive policies enhance the life of the schools and the education of its students, but also recognises that it is equally important to ensure that these policies do not impair the education or health and safety of any student.

- The Foundation therefore asks the parents of prospective students to provide information on the disability at the time of application, so that the schools may arrange such advice and assessments as may be appropriate. The schools reserve the right to take specialist advice from third parties on such matters, while respecting the sensitivity and confidentiality of such information. The schools also reserve the right to charge (as extras) the costs incurred in providing for the special needs of a student.

3.0 Existing students

So far as is reasonable and practicable the schools are committed to assisting any existing student who acquires a temporary or permanent disability during their time at the school so as to continue their education and to take part in as wide a range of activities as possible.

4.0 Physical Access

- Many Foundation buildings are Georgian or Victorian and were designed and built long before the needs of disabled people were considered. This is particularly the case with the original QEGS buildings, the WGHS Main Block, St John's and Green House. These buildings all have a statutory listing and have very limited access for anyone who is disabled. Although access to most of these buildings would be difficult or indeed not possible for a disabled person on his/her own, a degree of access is possible with the assistance of temporary ramps.
- The newer facilities which include the QEGS Savile Block, the QEGS MFL Block, the WGHS Forrest building and Hartley Pavilion have been all designed and built with disabled access in mind and meet the requirements of legislation.
- The connectivity between the newer buildings and the older buildings has also meant that a number of other areas of QEGS and WGHS have disabled access via the new buildings (using step free access and/or lifts) whereas previously this would not have been possible. This is applicable to the Queen's and Baggaley buildings at QEGS (which gives access to the science laboratories) and the Hepworth and Cliff buildings at WGHS (which gives access to Art and Learning Support departments)
- When the schools have pupils who require wheelchair access through either permanent or temporary disability then lessons are scheduled such that the pupils are able to attend

lessons in classrooms that are accessible via a wheelchair. If parents or other visitors attend the Foundation premises then arrangements are made to ensure that they can access buildings.

- Disabled toilets are located in all schools at various points and are also available for visitors to the school halls/sports halls.
- When there are pupils or staff with a disability attending the schools, they will be provided with a Personal Emergency Evacuation Plan (PEEP). All schools also have staff trained to help evacuate a disabled pupil in the event of a fire through the use of Evac Chairs.

The Foundation has conducted an access audit of all its school buildings and facilities and has classified them as follows:

- Good disabled access (around 50%)
 - ◆ Newer buildings have good access and have good connectivity with older buildings in many areas. All school halls are accessible as are the majority of common rooms/libraries. There is access to disabled toilets in most buildings.
- Disabled access possible with minor assistance or adaptation (10%)
 - ◆ A number of classrooms and other facilities are accessible if the disabled person can be assisted over a small threshold or a temporary ramp can be used.
- Disabled access not possible or only with major assistance or adaptation (40%).
 - ◆ Older buildings that require access up steps to enter and/or have no lift in order to reach floors above the ground floor.

A copy of the accessibility audit is available from the Bursar on request.

The Foundation's plans for improving physical access over the next three years are as follows:

- To improve awareness of the facilities which already exist for students with disabilities. For example, there have been recent improvements to toilet facilities in St John's and the QEGS Main Block (summer 2017) and WGHS Ross Sixth Form common room has access via a wheelchair lift.
- To ensure that plans for the proposed major development of the Clayton Hospital are fully DDA compliant and address the needs of students with a range of disabilities and special needs. This project will include sports facilities and a swimming pool and it is expected that these will have disabled access and therefore be available for external use by swimmers with disabilities. The planned boulevard through the site will create improved safer access between QEGS and WGHS for those with a physical disability
- To ensure all future plans to upgrade facilities take account of the needs to disabled pupils and staff. Projects for 2018 include a refurbishment of the QEGS DT area, Art rooms and Dining Room.
- To address, so far as is reasonable and practicable, any immediate or short term needs for disabled facilities as they arise.

5.0 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 EYFS experiencing learning difficulties are identified as early as possible and a programme put into place	The Graduated Approach (SEND Code of Practice 2014) operating in all schools which will lead to early identification of SEND.	Ongoing	Staff inset given and the approach embedded. Parents contacted and involved as soon as possible in the Identification process and the assessment process. (Refer to SEN/LS Policy)
Pupils who have been identified as SEND are closely monitored to track progress (Refer to SEN/LS Policy)	Pupils and SEN/LS monitored throughout school to establish 'need'. Pupils in year 9 who have been in LS are assessed for Access Arrangements		Pupils are allowed access arrangements for internal and external examinations.
Assessment for access arrangements			
Continue to develop a range of learning resources that are accessible for pupils with different disabilities including EYFS	Heads of Department to review annually resources in their curriculum to provide adjustments	Ongoing	Pupils with disabilities have increased access to curriculum materials
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	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.	Ongoing	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
Disability equality to be included in the PSHEE curriculum including PSED	Head of PSHEE (or Teacher responsible for PSHEE) to ensure disability equality is included in the curriculum	Ongoing	Pupils have a greater understanding of disability issues. Reduction in disability related name-calling or mild discrimination

6.0 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	SLT to liaise with the Head of Learning Support to	Ongoing	Pupils with disabilities have equal access to

with disabilities	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		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 'Hidden Disabilities' Enlarged scripts available for pupils with visual difficulties. Enlarged text books available in science. Information on all staff room notice boards. Inset from ADHD specialist to all staff.
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)	Communication and Interaction – Continue to train staff and provide resources for pupils with speech and language difficulties	Ongoing	Most EYFS staff now had training externally. Inset also given from external specialists to all staff.
	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.	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)
	Social Emotional and mental Health Information and advice is available for parents and pupils via external agencies.	Ongoing	ADHD inset from the Huddersfield CAMHS team for staff. Educational Psychologist is available to give advice and recommendations for pupils with these difficulties.

	<p>Sensory or physical needs. Pupils with sensory or physical needs will have access to all school activities.</p>	Ongoing	<p>Star Bereavement inset to staff</p> <p>Pupils with sensory or physical needs will have access.</p>
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7.0 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 2020.

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.

As noted above, Foundation is acquiring the Clayton Hospital site, located between the QEGS and WGHS sites. This project 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 and Safeguarding, 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).

8.0 Access to the Disability Action 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
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