



QUEEN ELIZABETH GRAMMAR SCHOOL WAKEFIELD

Accessibility Plan

Document Control

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Review History

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This policy should be read in conjunction with:

- Admissions
- Child Protection and Safeguarding
- Anti-Bullying
- Behaviour and Discipline, Equal Opportunities
- Learning Support
- PSHE
- Curriculum

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1.0 Introduction

The Governing Body of Wakefield Grammar School Foundation (WGSF) has had three key duties towards disabled pupils covered now the Equality Act 2010 which are:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

2.0 Legislation and guidance

This plan has been created to meet the requirement 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 they have 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled Student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3.0 Admissions at WGSF

WGSF accepts applications from prospective students with disabilities which includes applicants with physical disabilities, hearing and/or visual impairment, mental health difficulties, specific learning difficulties (SpLD) and special educational needs (SEN). The ability of WGSF to make reasonable adjustments for a student is considered on an individual basis in discussions with all stakeholders (parents, student, professionals and the school)

The school 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.

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.

Where a student or applicant is able to cope with the academic demands, as long as reasonable adjustments can be made, the school will strive to ensure that such adjustments are made and that the student is not disadvantaged. Please see WGSF 's Learning Support policies for procedures involving extra-time, use of word processors and for details of co-ordinating access arrangements with examination boards.

The school is required to make reasonable adjustments to ensure that disabled students are not placed at any disadvantage. In considering what is reasonable, we will take into account:

- o The need to maintain academic and other standards
- o Financial resources available
- o The practicability and cost of a particular measure

- o Health and safety considerations
- o The interests of other students
- o Any SEND assessment, medical report or EHCP regarding a particular student.

4.0 Existing students at WGSF

So far as is reasonable and practicable WGSF is 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 much of their curriculum and wider activities as possible.

When developing new approaches to learning, WGSF will take account of the needs of disabled and SEN students.

5.0 Participation in the School Curriculum

As far as possible, the school strives to respond to the particular needs of its current pupils, and tailors its approach to those current and specific requirements.

The school believes that pupils with impaired sensory or physical needs should have access to school activities, as far as possible. Specific training or information for new and existing staff will be given relating to disabilities experienced by specific pupils. In addition, staff are alerted to specific students suffering emotional and mental health issues, where appropriate, so that their learning and social needs can be better accommodated. This may include support plans that can be developed to respond to individual needs and situations.

The school commits to training staff to support students with additional needs. This training is provided by the LS team and external providers.

In terms of the entry of new pupils with disabilities to the school (and any current pupil who develops a disability in his time here), the school would hope to mutually agree what aspects of the current curriculum can be delivered effectively and safely with student and parents. Depending on the specific need and the type of educational activity we will explore alternative approaches. For example, we are able to offer online provision (including a mix of resources and live content) to students that are able to study but not able to attend school. However, online learning is only used as a short term solution as we recognise the importance of in person teaching and the social interaction of school life, is important for student wellbeing.

6.0 Physical Access

Some of the buildings at WGSF are Victorian and create difficulties with accessibility. This is particularly the case with the original WGSF buildings, and other Foundation sites such as the WGHS Main Block, St John's and Green House. These buildings all have a statutory listing. Although access to most of these buildings would be difficult for individuals with impaired mobility, a degree of access is possible with the assistance of temporary ramps. There is lift access at strategic points on the campus and students can be issued with a lift fob, should they need to use these facilities.

The newer facilities which include the WGSF Savile Block (which comprises the Elizabeth Theatre, Sixth Form Centre, Learning Resource Centre and English classrooms), the WGSF MFL Block (which also gives access to Art) and the Sports Hall 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.

When the school has 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 with minor adjustments. For example, when boys are in wheelchairs or on crutches, extensive timetable changes are often put in place with accessible classrooms reassigned for their teaching groups, so that the educational provision for these pupils may continue with the least interruption, as far as possible. If parents or other visitors attend the school's premises then arrangements are made to ensure that they can access buildings as far as possible.

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). The school also has 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. For instance at QEGS , the Sports Hall, the Elizabeth Theatre, the Sixth Form Centre, the Learning Resource Centre and the English and most of the Science classrooms are wheelchair accessible (with a lift), as are the MFL rooms and some Art facilities. 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. For instance, the Queen Elizabeth Hall and some Humanities classrooms. The main front building at QEGS is accessible through an internal lift, though this is time-consuming.
- Disabled access not possible or only with major assistance or adaptation (40%).
 - ◆ This still leaves some subjects whose traditional classrooms are awkward to access, such as Maths, Music, Classics and RPE. Wherever possible, we would always strive to reassign those subjects to more accessible classrooms as the need arose.

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

7.0 Information Sharing

WGSF will ensure that pupils with disabilities have equal access to information. The school is able to respond quickly to requests for information in alternative formats. Parents with disabilities are welcome to request information in different formats should they require it. All pupils and parents have remote access to the school portal which facilitates the transmission of much educational and some pastoral information.

Pupils information such as IEPs, Behaviour Plans, Support Plans and medical information is stored in SIMS.

Confidential information is shared via CPOMS.

8.0 The WGSF Senior Accessibility Plan 2018 – 2021

Disability	Action	Who	Timescale
<i>Mental/Emotional</i>	<ul style="list-style-type: none"> i) Curriculum ii) Buildings iii) Information <ul style="list-style-type: none"> ●WGSF has employed a trained counsellor from Sept 2017. Current review indicates success of this initiative. The pastoral team continues to build on current practice of supporting students with mental health issues through individual intervention, as well as the broader pastoral agenda within teams, in assemblies and in PSHE. ●A new health suite has been created with larger accommodation for the school nurse and a room for the counsellor. Privacy has been increased. ●The pastoral teams and school nurse share information confidentially and as appropriate with parents (and information from parents where necessary) using the school's CPOMS system 	Pastoral teams School counsellor School matron	2018-2022
<i>Physical</i>	<ul style="list-style-type: none"> ●As far as possible, timetables to be re-organised to provide access to normal lessons. Alternative arrangements to be made for those elements of the curriculum which are not possible to access in the usual way. This can include short periods of remote learning. ●Disability equality to be included on PSHE programme. ●Risk Assessments to be carried out for any student with temporary or permanent physical impairment. The health and safety/Foundation compliance officer will carry these out. Care plans and PEEPs to be put in place, as necessary. ●Any plans for future refurbishments to take account of issues of physical disability and to be factored into discussions of changes proposed. E.g. a new disabled toilet has been created in the toilet block attached to DT3, and the Dining Room already has a lift to allow access to the Main Block building ●See below (8.2) for further details regarding how WGSF is improving the delivery of information to pupils with disabilities. ●WGSF is committed to sharing information with all its partners in ways in which they will be able to access it. ●See below (8.3) for further details regarding how WGSF is improving the delivery of information to pupils with disabilities. 	Curriculum Office Site Team Bursar School Nurse Foundation health and safety expert / Estates team	2018-2021
<i>Learning Need</i>	<ul style="list-style-type: none"> ●An ongoing programme of training with regard to the particular learning needs of our school community is being undertaken through the INSET programme. Specific focuses are, autism, pupils with dyslexia/dyspraxia, social, emotional and mental health and pupils who are visually impaired or with impaired hearing. ●Some student access additional Learning Support, Maths and English, if they are unable to access the full MFL programme 	LS department Curriculum teachers	2018-2021

	<ul style="list-style-type: none"> ● See below (7.1) for further specific priorities with regard to pupils with special learning needs. ● The LS Department has become Foundation wide and there has been a recent investment in the QEGS LS teaching area to provide more flexible teaching spaces and a visually quiet learning environment, ● The LS department continues to share its information with parents and teachers, as appropriate and in confidence. With the Foundation wide implementation of CPOMS there it has become easier to share information with only the stakeholders involved. ● All SEND information that teachers need to support a student's teaching and learning is stored on SIMS. 	Pastoral team leaders	
<i>Health</i>	<ul style="list-style-type: none"> ● The school Firefly portal, Google drive and the chromebook initiative, school work the curriculum is now internet-available with boys who may be absent for various health reasons. The development of this has been significant during a period of remote learning due to COVID 19 ● Phased returns and care plans for supporting pupils at school with medical conditions to be in place. ● Training and support for staff re pupils' health conditions to be in place. ● See First Aid policy – some overlap with managing phased returns. ● See above- the curriculum office - in discussion with the school nurse and pastoral teams - endeavours to redesign timetables wherever possible to take account of health needs. ● Information sharing has been developed through the use of Firefly. Parents are now able to view work set for their child if there is a health related absence.. 	SMT School Matron Curriculum and pastoral leaders, form tutors and teachers School nurse	2018-2021

8.1 Increasing the extent to which pupils with learning needs can participate in the school curriculum:

TARGET	ACTION	TIMEFRAME	OUTCOMES	REVIEW 2021-22
Continue to improve identification of pupils with barriers to learning within the Senior school	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 Learning Support source specific online training for new and existing staff relating to disabilities experienced by pupils	2019-2022 Online training as part of Staff Professional Development Programme.	Staff have a greater understanding of disability issues, can identify barriers to learning and can produce lessons with methods of differentiation applicable to individual pupils	<ul style="list-style-type: none"> ● Rolling programme of INSET ● Screening at Y7, Y9 and any new to school pupils in KS4 and KS5 ● Use of MiDYIS, Yellis and Alis data ● Tracking of whole school data ● Google form information gathering and referral
Google Docs available for use by all pupils.	School adopt Google Docs which are available for all pupils and as the programme is cloud based this enables pupils to access them at any time.	2018-2021	Pupils will have access to all their documents easily at school and at home.	Pupils are familiar with Google classroom and the use of shared resources within it. Complete
Resources available to pupils and parents via an online facility.	Firefly made available to all pupils and parents to give access from both school and home in order to have access to resources to support pupils.	2018-2020	Pupils and parents have access to a myriad of information and resources at both school and home in order to support the child.	Information is shared between pupils via Firefly and Google Classroom. Parent have access to Firefly
Parental Inset to encourage home support for pupils particularly during GCSE and A level years.	Parent meeting organized to discuss and evidence the resources produced by the LS department and the support given in school and also how parents	2018-2021	Parents more aware of strategies to support their children and feel empowered to get involved.	<ul style="list-style-type: none"> ● In school sessions to demonstrate to parents taught revision/study skills

	can support pupils at home with reviewing and revision.			<ul style="list-style-type: none"> • 1-1 meetings and telephone meetings with parents • LS support and future support discussed at Parents' Evenings when IEPs are reviewed
Word Processors provided for pupils with difficulties with writing.	Have a number of Chromebooks available within the department which are for the use of pupils with SEND/LS	2018-2019+	Pupils who have difficulties with writing for whatever reason are able to use a word processor in subject lessons in order to provide a legible set of notes to be used in assessments.	Moving towards using Exam.net in secure mode to facilitate students using a WP and Computer Reader in exams.
Pupils within school experiencing learning difficulties are identified as early as possible and a programme of support 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 SEND/LS Policy)	<ul style="list-style-type: none"> • Early Identification at KS1 and 2 within the assess,plan,do review framework. Pupils identified in KS1 and KS2 are monitored throughout the school
Pupils who have been identified as SEN/SEND are closely monitored to track progress Refer to SEND/LS Policy)	<ul style="list-style-type: none"> • Use traffic light system for reporting to track progress. • Use of coloured pens to provide evidence for Access Arrangements in internal assessments. • Agenda item on Dept meetings and HOD meetings. 	2018-2021	Through close monitoring and tracking any issues with pupils with SEND/LS are identified and remediated.	<ul style="list-style-type: none"> • Early Identification at KS1 and 2 within the assess,plan,do review framework. Pupils identified in KS1 and KS2 are monitored throughout the school • Screening at Y7, Y9 and any new to school pupils in KS4 and KS5

				<ul style="list-style-type: none"> ● Use of MiDYIS, Yellis and Alis data ● Tracking of whole school data ● Google form information gathering and referral
Assessment for access arrangements	Pupils and SEND/LS monitored throughout school to establish 'need'. Pupils in year 9 who have attended LS at any time in their school career are assessed for Access Arrangements	2018-2021	Pupils are allowed access arrangements for all internal and external examinations.	<ul style="list-style-type: none"> ● Normal way of working is gradually established from first identification. ● Some AAs are implemented in KS3, most in KS4. ● AAs are gradually layered so that impact can be measured
To facilitate the smooth transition from school to university.	SENCO to support and direct pupils in their application for the DSA allowance to ensure a smooth transition to university.	2018-2021	Pupils have equipment and resources and training in place before attending university.	<ul style="list-style-type: none"> ● Information shared and signposting offered to parents of students needing DSA Parents informed of DSA process ● Pupils supported with DSA application
Continue to develop a range of learning resources in LS that are accessible for pupils with different disabilities and share these with all subject staff.	Presentation of resources at HODs meetings with a view to these resources adapted within subject areas.	2018-2019	Pupils with disabilities have increased access to curriculum materials	<p>LS resources developed and shared on Firefly.</p> <p>Full teaching programmes were created and shared on Firefly during lockdown. Many of these are multisensory and closely mimic the in school experience.</p>
Disability equality to be included in the PSHE curriculum	Head of PSHE (or Teacher responsible for PSHE) to ensure disability equality is included in the curriculum	Ongoing	Pupils have a greater understanding of disability issues.	Ongoing

New staff are familiar with processes, techniques and strategies used in school.	Information to be issued to teachers via the Induction process at the beginning of the new school year.	2018-2021	Induction given to all new members of staff	New members of staff and all students teachers are inducted in the SEND school system.
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8.2 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	REVIEW 2021-22
Continue to ensure all fire procedures take account of the needs of pupils and visitors with disabilities	Estates Manager, Health, Safety and Compliance Manager, School Heads, Head of Learning Support, other SMT as appropriate to examine all the current procedures and risk assessments to ensure the needs of existing and future disabled students have been identified.	Each September for new intake of pupils or if a known disabled pupil starts	Maintain the safety of disabled pupils at school and ensure there is a recognised set of procedures to meet their needs 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 regularly.	PEEPs in place for students with limited mobility or mobility difficulties.
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 build projects as appropriate	Disabled pupils and visitors can move as freely as possible around the Foundation sites.	Ongoing
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	Ongoing	More recent legislative changes in respect of design are incorporated to allow disabled pupils to enhance their learning and be more comfortable in school	Better quality interactive screens that replace interactive whiteboards. These are more stable and offer better contrast. Visually quiet environments encouraged - corridor display

	signs, colour schemes, use of window blinds			boards are replaced by subject specific wall decoration
Ensure there are adequate toilet and changing room facilities suitable for disabled pupils and visitors	Review the existing facilities and recommend changes as appropriate New disabled toilet facility installed in 1891 Block pupil toilets	August 2018	The Foundation provides appropriate facilities for the needs of disabled pupils	Ongoing
Ensure appropriate access and facilities are included in any major new or refurbished buildings	Consideration will need to be given to the redevelopment of the Clayton Hospital site to ensure that it is fully compliant with the Disability Discrimination Act	Ongoing	As per architects brief	Project on hold
Ensure suitable parking is provided for wheelchair users	Consideration to be given to a suitable location for disabled parking. School to advise	By December 2018	Visitors to school using wheelchairs have improved access to school buildings	Complete

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

TARGET	ACTION	TIMEFRAME	OUTCOMES	REVIEW 2021-22
<p>Make information available more accessible to pupils with disabilities</p>	<p>Head of Learning Support to liaise with teachers to advise the most appropriate method of delivering information to particular pupils e.g. pupils with autism, pupils with dyslexia/dyspraxia, pupils who are visually impaired or with impaired hearing</p>	<p>2018-2019 2019-2020</p>	<p>Pupils with disabilities have equal access to information. The school is able to respond quickly to requests for information in alternative formats</p> <p>Pupils now have remote access to the portal via Firefly for access to homework resources, instructions, receive messages</p> <p>Firefly Parent Portal. Parents now have access to work set, resources available in subject areas</p> <p>A folder is available on the staff drive in senior school with information about the different disabilities in terms of identification and accommodation.</p> <p>Enlarged scripts and general written information available for pupils with visual difficulties. Enlarged text books available for pupils with visual difficulties</p> <p>Information on staff room notice boards.</p>	<p>ongoing</p>

Increase staff awareness of how to improve delivery of written and spoken information	Advice given to staff about strategies and training for hearing impairment and visual impairment	2018-2019	Staff trained to be able to support pupils with visual impairment and hearing impairment in delivery of information.	Training updated as pupil profile changes
Make information available to parents of pupils with a disability or parents with a disability themselves	Parents can request their preferred method of receiving information about their child(ren).	Ongoing	Parents have equal access to information about their children	Ongoing
A coordinated system of information about pupils which contains information on the whole child including SEN/LS from EYFS through to GCE	SIMs populated with SEND/LS information on pupils including IEPs	2018-2021 ongoing	Staff have information about the pupil from the entry point to leaving. This gives a comprehensive overview of 'the pupil'.	IEPs, SEND status and AAs all accessible through SIMS

8.4 Other areas for consideration

Area	Key Progress Checks (with SMT ownership)
Curriculum	1 Mapping of mental health coverage in the SMSC/pastoral curriculum (eg PSHE/Assemblies) JTP 2 Log of specialist INSET for supporting SEND pupils AME
Buildings	3 Review the effectiveness of risk assessments for pupils with either temporary or permanent impairments CLP (with Kent Oliver)
Information	4 Impact assessment of Firefly/Parent Portal/Chrome Books in terms of SEND pupils' academic progress and organizational skills MF

9.0 Management, Co-ordination and Implementation

The Foundation's plans for improving physical access over the next three years are as follows (extended due to COVID19):

- To improve awareness of the facilities which already exist for students with disabilities. For example, there have been recent improvements to toilet facilities in the QEGS Main Block (summer 2017).
- To ensure all future plans to upgrade facilities take account of the needs to disabled pupils and staff.
- To address, so far as is reasonable and practicable, any immediate or short term needs for disabled facilities as they arise.

This plan will be monitored throughout and audited towards the end of the three-year period. Adequate resources will be allocated to the new plan 2021-2024.

10.0 Availability of Accessibility Plan

This plan is available to parents on request from the school office.

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

Review History

Disability Access Plan written	September 2009
Reviewed	August 2011
Reviewed and updated (LP)	September 2012
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