

Wakefield Grammar School Foundation

QEGS Senior School Accessibility Plan September 2018 – August 2021

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 and QEGS 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 at QEGS

QEGS is 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 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. 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, QEGS will take account of the needs of disabled and SEN students.

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. For example, please see QEGS's Learning Support policies for procedures involving extra-time 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:

- 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.

We recognise that inclusive policies enhance the life of the school and the education of its students, but also recognise that it is equally important to ensure that these policies do not impair the education or health and safety of any student.

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

3.0 Existing students at QEGS

So far as is reasonable and practicable QEGS 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.

4.0 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. It is also mindful of the need to plan for increasing future access and to take those steps necessary so that the flexibility exists to provide for future participation eventualities.

The school believes that pupils with impaired sensory or physical needs should have access to all 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.

The school therefore commits to develop further its learning for pupils with particular needs, e.g. pupils with Asperger syndrome or autism, pupils with dyslexia/dyspraxia, pupils who are visually impaired or with impaired hearing, or who have other forms of disability. Such development might include 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 relating to students with particular needs, a broad range of information about the different disabilities which staff can access, and Inset from ADHD specialist to all staff.

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 with student and parents, depending on the specific need and the type of educational activity that might be affected, and to arrange alternative approaches for those aspects of the curriculum which are adversely affected. E.g. with a severe physical disability (temporary or permanent), rugby and some elements of the QED outdoor options might prove unmanageable. In these cases, the school would hope to arrange things such that other options were found that might be equally enjoyable and fulfil an equivalent educational challenge

5.0 Physical Access

Some of the buildings at QEGS are 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, and other Foundation sites such as 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. For instance, the original QEGS front building can be accessed through a kitchen lift, though it requires an approach from the school yard. Whilst not ideal, this route has been used for access to lessons in the past by disabled students.

The newer facilities which include the QEGS Savile Block (which comprises the Elizabeth Theatre, Sixth Form Centre, Learning Resource Centre and English classrooms), the QEGS 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.

6.0 Information Conveyance

QEGS 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 now have remote access to the school portal which facilitates the transmission of much educational and some pastoral information. The intention is that parents should also have similar remote access to this material over the coming few years.

7.0 The QEGS Senior Accessibility Plan 2018 – 2021

Disability	Action	Who	Timescale
	i) Curriculum ii) Buildings iii) Information		
<i>Mental/Emotional</i>	<ul style="list-style-type: none"> • QEGS has employed a trained counsellor from Sept 2017. [See Appendix] 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 following years will involve a review of the new space arrangement. • The pastoral teams and school nurse share information confidentially and as appropriate with parents (and information from parents where necessary), though information from the counsellor is only shared if he believes you are in serious danger or at the request of the student himself. 	Pastoral teams School counsellor School matron	2018-2021

<p><i>Physical</i></p>	<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. • 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 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 • The Clayton development to be fully DDA compliant. • See below (7.2) for further details regarding how QEGS is improving the delivery of information to pupils with disabilities. • QEGS is committed to sharing information with all its partners in ways in which they will be able to access it. • See below (7.3) for further details regarding how QEGS is improving the delivery of information to pupils with disabilities. 	<p>Curriculum Office</p> <p>Site Team</p> <p>Bursar</p> <p>School Nurse</p> <p>Foundation health and safety expert / Estates team</p>	<p>2018-2021</p>
<p><i>Learning Need</i></p>	<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 Aspergers, autism, pupils with dyslexia/dyspraxia, and pupils who are visually impaired or with impaired hearing. • In Y8 & 9 some boys are released from studying a second MFL and provided with an extra Maths, English and LS lesson. This intervention programme allows some boys to gain extra support in core subjects. • Departmental intervention with SEND boys to be more specifically targeted – in line with school-wide initiative on boys achieving their potential. • See below (7.1) for further specific priorities with regard to pupils with special learning needs. • The LS Department has seen its rooming increase to provide greater flexibility of approach. The dept. also serves the QEGS Junior School. • The LS department continues to share its information with parents and teachers, as appropriate and in confidence. We plan to develop increased levels of information sharing between the LS dept and pastoral teams. 	<p>LS department</p> <p>Curriculum teachers</p> <p>Pastoral team leaders</p>	<p>2018-2021</p>
<p><i>Health</i></p>	<ul style="list-style-type: none"> • Through the development of the school Firefly portal, Google drive and the chromebook initiative, 	<p>SMT</p>	<p>2018-2021</p>

	<p>school work and more of the curriculum is now internet-available with boys who may be absent for various health reasons. The intention is to develop this over the coming few years.</p> <ul style="list-style-type: none"> • 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 re-design timetables wherever possible to take account of health needs. The school prides itself upon being as responsive to its pupils' need as it reasonably can be. • Information sharing will be developed further with the Firefly Parent portal – therefore parents will be able to view work set for their children if they are away from school for health reasons. 	<p>School Matron</p> <p>Curriculum and pastoral leaders, form tutors and teachers</p> <p>School nurse</p>	
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7.1 Increasing the extent to which pupils with learning needs can participate in the school curriculum:

TARGET	ACTION	TIMEFRAME	OUTCOMES	REVIEW
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	2018-2019 2019-2020 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	
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.	
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.	2018-2019	Pupils and parents have access to a myriad of information and resources at both school and home in order to support the child.	
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 can support pupils at home with reviewing and revision.	2018-2019	Parents more aware of strategies to support their children and feel empowered to get involved.	
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.	
Pupils within school experiencing learning difficulties are identified as	The Graduated Approach (SEND Code of Practice 2014) operating in all schools which will lead to early	Ongoing	Staff inset given and the approach embedded. Parents contacted and involved as	

early as possible and a programme of support put into place	identification of SEND.		soon as possible in the Identification process and the assessment process. (Refer to SEND/LS Policy)	
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.	
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.	
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.	
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	
Disability equality to be included in the PSHE curriculum including PSED	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.	
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	

7.2 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
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.	
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.	
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	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	
Ensure there are adequate toilet and changing room	Review the existing facilities and recommend changes as appropriate		The Foundation provides appropriate facilities for the needs	

facilities suitable for disabled pupils and visitors	New disabled toilet facility installed in 1891 Block pupil toilets	August 2018	of disabled pupils	
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	
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	

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

TARGET	ACTION	TIMEFRAME	OUTCOMES	REVIEW
Make information available more accessible to pupils with disabilities	Head of Learning Support to liaise with teachers to advise the most appropriate method of delivering information to particular pupils e.g. pupils with Asperger syndrome or autism, pupils with dyslexia/dyspraxia, pupils who are visually impaired or with impaired hearing	2018-2019 2019-2020	<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</p>	

			<p>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>	
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.	
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	
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 Password protected software.	2018-2021 ongoing	Staff have information about the pupil from the entry point to leaving. This gives a comprehensive overview of 'the pupil'.	

7.4 Interim Staging Posts for 2018/19 – to be reviewed by SMT by June 2019

Area	Key Progress Checks (with SMT ownership)
Curriculum	1 Mapping of mental health coverage in the SMSC/pastoral curriculum (eg PSHE/Assemblies) AME 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 Paul Duggleby)
Information	4 Impact assessment of Firefly/Parent Portal/Chrome Books in terms of SEND pupils' academic progress and organizational skills MF

8.0 Management, Co-ordination and Implementation

As noted above, the Foundation has acquired 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. 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.

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 the QEGS Main Block (summer 2017).
- 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.
- To address, so far as is reasonable and practicable, any immediate or short term needs for disabled facilities as they arise.

This plan forms part of QEGS's and 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 polices) or from the Head (School specific policies).

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.

9.0 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
Reviewed and updated (SM/VD)	December 2012
Reviewed and updated (LP)	September 2013
Reviewed and updated (LP)	June 2015
Amended (SMM)	November 2015
Reviewed and updated (LP)	November 2017
Review and updated (SMM/MIW/DC/KMN)	Sept 2018
Updated (DNC)	Nov 2018