



# Accessibility Plan

## PRINCE HENRY'S GRAMMAR SCHOOL

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**Ratified by Prince Henry's Grammar School's Local Governing Committee:**

**Date:**  
24<sup>th</sup> January, 2023

**Approved by Senior Leadership Team**

**Date:** January 2023

**Last reviewed on:**

New policy

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January 2026

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## 1. Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- 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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our values are set out below, each value promotes the development of all students irrespective of their protective characteristics:

- Education for the development of wisdom, knowledge and skills
- Education for the promotion of dignity and respect and the **celebration of diversity**
- Education for the common good of the **whole community**
- Education for hope and aspiration

**We are a community school promoting equality and inclusion at all levels to ensure participation and growth for all.**

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

## 2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Actions to be completed by	Success criteria
Increase access to the curriculum for students with a disability	The curriculum is broad and ambitious for all	Continue to offer a broad and ambitious curriculum for all learners	Review the curriculum at least annually to assess suitability	JOS/SLT	Ongoing	Progress is significantly positive or at least better than national
	Developing responsive teaching is a whole school focus	Ensure that high quality responsive teaching is embedded across the school	Continued focus as a school on responsive teaching (linked to appraisal)	Teaching and academic support staff	Ongoing	
	Targets are initially set in line with FFT20, but there are ongoing processes for personalisation	Provide challenging yet achievable targets for each individual learner	Targets are generated but then opportunities available to personalise	CKS/FNA/Faculty Leaders	Ongoing	Progress is significantly positive or at least better than national Evidence of PCPs shared centrally, and SEND bulleting
	PCPs for students with SEND are shared with all staff and regularly updated and disseminated via the SEND bulletin	Ensure that staff are aware of the needs of students who require additional support	Produce and regularly update PCPs	SRN/OSG	Ongoing	
	Staff receive training and updates around SEND and other learning needs	Provide relevant training for staff so that the needs of all learners are met.	Training provided as required	SRN	Ongoing	Evidence of training records and/or staff audit
	All students have an iPad. Teams and One Note are widely used to share the curriculum with students	Technology is used to enhance curriculum delivery	iPad scheme continues. TALL team develops use of ICT in the curriculum	FNA/AEK/HTS	Ongoing	All students can use iPad effectively
	Access arrangements are in place for students who require them	Students who require access arrangements are identified and assessed as soon as possible Students make significant progress in reading	Students monitored in lessons. SEND team process access arrangements. Literacy catch up sessions. Establish Fresh Start Programme with Lead TA for Literacy. Math lead TA to lead on Math intervention.	Teaching staff/SRN/OSG WSC/ CTS/PLE AYG/STC/OSG WYL/JOS	Ongoing Ongoing Ongoing	No student disadvantaged and can achieve in line with ability  Progress is significantly positive or at least better than national
	Targeted literacy and Math intervention is used for students in KS3 with low reading ages reported from KS2					

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Actions to be completed by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>Recent actions to improve access to the physical environment have included:</p> <ul style="list-style-type: none"> <li>• Replacement of paving slabs with tarmac to side of Music block, Humanities and rear of D &amp; T block</li> <li>• Re-surfacing of tarmac areas to the front of the Lower School building</li> <li>• Wider, hold-open external doors fitted to rear of Henry's Diner and KS4 area of Henry's Diner</li> <li>• Replacement of handrails to Farnley Lane steps</li> </ul> <p>In addition, the following measures are in place:</p> <ul style="list-style-type: none"> <li>• Lift access to the MFL corridor, upper Science corridor, IT corridor/Library, English corridor, Maths corridor</li> <li>• Ramps, including from Newall Road car park, to swimming pool, between Main Hall and Lower School</li> <li>• Disabled toilets and changing room</li> <li>• Disabled parking bays in Newall Carr Road car park</li> </ul>	<ol style="list-style-type: none"> <li>1. Improve access to sports facilities</li> <li>2. Remove hazards (including to wheelchair users) arising from uneven surfaces on external pathways</li> <li>3. Reduce the number of closed internal fire doors which cause an obstruction to wheelchair users on corridors</li> </ol>	<p>Construction of new 3G Pitch with full disabled access (for school and community use)</p> <p>New level path to be installed as part of construction of replacement fitness studio to provide disabled access</p> <p>Replacement of paving slabs to rear of Sports Hall / swimming pool with tarmac</p> <p>Introduction of rolling programme of fitting sound activated hold-open door retainers to internal fire doors on Main Hall corridor and Lower School corridors (where possible)</p>	<p>BSR/CSD/LNC</p> <p>BSR/LNC</p> <p>BSR/LNC</p> <p>BSR/LNC</p>	<p>May 2023</p> <p>Jun 2023</p> <p>Aug 2024</p> <p>Aug 2023</p>	

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Actions to be completed by	Success criteria
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Radio aids</li> <li>• Pictorial or symbolic representations</li> </ul> <p>All timetables are checked to ensure students can access their classrooms. Where access is not possible, classes are permanently moved to a room that is accessible.</p>	<p>Ensure that accessibility meets the needs of the cohort</p>	<p>Through student transition meetings ensure needs assessed and requirements in place</p>	SRN	Ongoing and dependent on cohort	Information is accessible to all
		<p>Ensure that accessibility meets the needs of the cohort</p>	<p>Ongoing review of student need to ensure full access to lesson is achieved</p>	CKS	Ongoing and dependent on cohort	

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Committee.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Admissions Policy
- Behaviour Policy
- Educational Visits Policy
- Equalities policy
- Health and safety policy
- Safeguarding and Child Protection Policy
- Special educational Needs Policy