



Prince Henry's Grammar School  
COLLABORATIVE LEARNING TRUST



# DISABILITY ACCESS PLAN

Reviewed by Prince Henry's Local Governing Committee: March 2021  
Next review due: March 2022

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

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

These duties were strengthened under the Equality Act 2010.

This plan sets out the proposals of the Governing Body of Prince Henry's Grammar School to continue to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

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

In addition to this the public sector Equality duty has three requirements:

- eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Act. At PHGS we have robust systems for dealing with bullying, recording and monitoring of all discriminatory incidents ;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it – this is covered by the rest of the document ;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it. At PHGS we have assemblies on disability, wheelchair basketball workshops, sign language and deaf awareness courses for students and the local community, curriculum-based work on disability.

### **1. Starting points**

#### **The purpose and direction of the school's plan: vision and values**

Prince Henry's Grammar School makes all students welcome irrespective of their creed, race or impairment.

Prince Henry's Grammar School has high ambitions for its disabled students and expects them to achieve and participate in every aspect of school life.

## **Information from student data and school audit**

Prince Henry's Grammar School is an 11 – 18 Academy. Its student population, including Post 16 students, averages around one thousand five hundred. We have a lower than average percentage of students with Education, Health and Care plans or Funding for Inclusion SEN (1.5%).

The range of disabilities currently experienced by our students includes physical, visual, hearing, communication, learning and medical. As a result of this wide range of disabilities and a history of supporting students with disabilities, the staff have good awareness of what the Equality Act 2010 requires of them.

Disabled students have access to all aspects of school life. They access all curriculum areas including PE where adapted curricula are utilised. Extra-curricular activities are open to all, including overseas visits

The great majority of areas of the school accessible to non-disabled students are now accessible to our disabled students. The only non-accessible areas are the Business corridor in Lower School, the top floor of the History block and the Gymnasium. Room timetable modifications take place when necessary for students with disabilities.

The previous Disability Access Plan addressed a range of physical changes to the building to ensure improved access. This included an additional lift and new ramps etc.

## **2. The main priorities in the school's plan**

### **Continuing to develop the extent to which disabled students can participate in the school curriculum**

Pupil centred passports are written to advise staff on inclusive strategies to enhance access to the curriculum for disabled students. Some students are also named on the Emergency Evacuation Procedure List. Training takes place around developing teaching strategies to ensure all students are able to make progress in lessons. This has included specific work on Autistic Spectrum conditions and a range of medical needs. A wider range of fully accessible trips has been scheduled by the SEN and PE faculties.

### **Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:**

Work under the previous plan has ensured that all physical improvements to the building which are currently feasible have been completed in order to ensure accessibility for all students. Over the course of this plan improvements will be made to the NET Centre to address issues of sensory overload for students with Autistic Spectrum conditions.

### **Continue to develop whole school systems of support for students with SEND:**

Ongoing CPD for all staff to ensure access to quality first teaching for all students. A review of the SEND Policy annually to ensure best practice. Annual reviews to be completed for both EHCP's and students receiving Funding for inclusion.

Systems are in place to ensure that letters/circulars/information booklets are stored centrally on the school electronic systems to make them available for further adaptation if necessary. The website address is <http://www.princehenrys.co.uk>

### **3. Making It Happen**

It is the responsibility of the Senior Leadership Team and Governing Body to see that the areas identified on the Disability Access Plan are addressed.

A copy of the Disability Access Plan can be viewed on the School Website. A paper copy will be made available on request.

To request an alternative format, please contact the Main Office on 01943 463524 or email [info@princehenrys.co.uk](mailto:info@princehenrys.co.uk)