

Accessibility Plan

2020

1. Introduction

Tadcaster Grammar School is committed to increasing access to the school for students, staff, parents, governors and visitors. This accessibility plan has been written in accordance with the planning duty under the Special Education Needs and Disability Act 2001 (SENDA) and updated with regard to the Equality Act 2010.

This accessibility plan is a plan for:

- a) Increasing the extent to which disabled students can participate in the school's curriculum
- b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services provided or offered by the school but taking into account the permanent limitation due to the age, type and grade listing of the current school buildings
- c) Improving the delivery to disabled students within a reasonable time, and in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, as a result of information which is provided in writing for students who are not disabled.

These three areas are addressed in the action plans that follow.

2. Compliance and review

The Accessibility Plan is reviewed by the school's leadership team on a regular basis as determined by the Governors. The SENCO of Tadcaster Grammar School will ensure that the school is providing the support as required by the student within the limitations of the building.

3. Key Objectives

The key objectives of the Accessibility Plan are:

- a) That no student or prospective student is treated less favourably due to their special needs or disability. All reasonable adjustments will be made in matters of admission and education.
- b) That, where practical, the school will make reasonable adjustments, based on the information and advice received, that will enable a prospective disabled student to take up a place at the school if they satisfy the admission criteria.
- c) To make the school more accessible (where practically possible within the constraints of the type of school building) to disabled students and staff, including those affected on a short term basis – for example, if the use of crutches or a wheelchair is required for a fixed period as a result of an accident.
- d) To create a positive “can-do” ethos towards the issues faced by disabled students thus enabling them to take full advantage of the educational experiences offered.

4. Statutory duty of Tadcaster Grammar School

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan.

It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils,” issued by the DfES in July 2002.

5. Definition of Disability

Disability is defined as follows by the Disability Discrimination Act 1995:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

6. Duties placed upon and accepted by the school under the DDA (as amended by SENDA)

- a) Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- b) Not to treat disabled pupils less favourably.
- c) To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- d) To publish the school's Accessibility Plan and ensure it is available in easy to read formats
- e) Tadcaster Grammar School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

i. Increasing the extent to which disabled pupils can participate in the school's curriculum.

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

ii. Improving access to the physical environment of the school.

This covers improvements to the physical environment of the school and physical aids to access education.

iii. Improving the delivery of written information to disabled pupils.

This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

7. Consultation

The school will ensure that it regularly, both formally and informally, consults with all its stakeholders and appropriate professional organisations to ensure the accessibility plan and its objectives are reflective of what the school is required, both legally and morally, to provide for its students and staff.

It will do this through consultative mechanisms (such as formal and informal meetings, questionnaires etc) and discussions with:

- Governors through the LGB
- Parental Forum
- School Council
- STAR MAT
- Appropriate charities and disability representation groups
- Voluntary Groups
- Any other group or organisation the school feels it would be beneficial to consult with.

Following these discussions and consultations, the school will then review the accessibility plan to ensure that it reflects the views (where appropriate) and changes to procedures or policies are made (where appropriate).

8. Aims of ensuring compliance of DDA

Compliance with the DDA is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEN/Inclusion Policy
The Access Plan will contribute to the review and revision of related school policies.

9. Reviewing, Monitoring and Evaluating the Plan

- a) Adequate resources will be allocated to enable implementation of the plan.
- b) The plan will be informed by feedback from parents, pupils and people with disabilities.
- c) The plan will be kept under review and revised as necessary. The Governors will achieve this through Local Governing Board.
- d) The plan will be widely published and will be in the application and admissions pack sent to all students and is available on request as well as appearing on the school website
- e) The plan will be subject to monitoring by OFSTED during inspections.

The school will follow the recommendations in the Department of Education's guidance 'Implementing the DDA in Schools and Early Years'.

a) Curriculum

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with learning difficulties and disabilities to maximise learning in an appropriate and suitable manner and format
- All pupils are encouraged to take part in a range of physical activities – provisions are made when some disabilities cause the amount of physical activities to be limited
- All school visits and clubs are available to all pupils where at all possible
- There are appropriate Staff who are trained in the administration of medicines for both chronic and reactive conditions
- There is a full and varied programme to support transition

b) Physical Environment

Insert details here, including any restrictions

[Appropriate risk assessments are completed to ensure that all children's needs are met.](#)

10. Action Plans

Individual action plans follow below, relating to the key aspects of accessibility.

It is expected that significant progress will be made [to develop](#) plans in the coming years, but we acknowledge that there will be a need for ongoing awareness and training for staff and governors in the matter of disability discrimination and the need to inform - attitudes on this matter.

Teaching methods and techniques will also develop over this period, which may create new challenges. Plans will be made in consultation with the student, parents and teaching staff. Appropriate training will be provided to enable staff to support particular students with accessibility issues.

a) Improving Curriculum Access

Target	Action Needed	Leadership	Timescale
Identification of SEND at a very early stage.	Robust in year transfer procedure. Robust transition liaison. Regular pastoral/SEN meetings with lead professionals in school	MCA/VWA	Jan 2020
Keeping staff fully informed of SEND/disability of any student in their charge	Key information shared at the beginning of the academic year and through BROMCOM. Continued use of Vulnerable Learners Google drive with staff updated when changes are made through Staff bulletin.	MCA/VWA	Sept 2020
Listen to student and parent/carer views and considering them in all aspect of school life.	Ongoing through annual reviews. All students with SEN invited for specialist appointments at every Parents Evening. Wider parental feedback mechanisms	MCA/VWA	July 2021
Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.	Training to student teachers, NQT and new staff as per training calendar. Educational Psychology Training Sessions delivered. In house support from SENCO and Learning Support Team	MCA	Ongoing

b) Improving the Delivery of Written Information

To ensure clear, consistent communication within and from the school, the following actions will be implemented:

Target	Action Needed	Leadership	Timescale	Outcome
To Differentiate resources with particular attention to reading age, plain images etc.	Following TLC training to all staff last year on 'Cognitive Overload', continued sharing/training of how to use dual coding, check a text's reading age, reduce unnecessary 'clutter' etc. Learner Friendly Reading Materials in Google Classrooms	MCA/SCA	Oct 2020	
Coloured overlays for test following optometrist diagnosis	Ongoing. Key information on this in SEN Policy.	MCA/SCA	SEN policy updated Sept 2020	
Tactile resources.	Opportunity for this especially in Field View and Nurture classes. Fiddle toys for students with ADD. Audit resources.	MCA/VWA	May 2021	
Readers/scribes in exams where appropriate.	As per updated Exams Policy and through robust reading and handwriting assessments. STAR Test extended into Year 8. Students below age expected reading continue to receive intervention. Reading ages available on BROMCOM. SCA to undertake training to be in house Access Arrangements Assessor.	MCA/SCA	Policy updated Sept 2020 SCA to qualify June 202	

Specific information in the student planner.	For wider SLT discussion	SLT		
Laptops and other digital technologies, voice activated software for use in lesson/exams.	AS per SEN and Exams Policy. Remote Learning Policy to be agreed for students with medical needs/who cannot access school.	MCA/MDU SLT	Ongoing	

c) Improving the Physical Environment

Target	Action Needed	Leadership	Timescale	Outcome
Clearly mark edges of all steps in school in a contrasting colour.	Some steps in school already marked to clearly identify the edge. Rolling programme of work to continue.	MBY	By end of summer tern 2019	All steps in school are of a contrasting colour.
Review the school's physical environment (inside and out) at regular H&S meetings and termly walkabouts.	Areas for improvement are identified and a plan for upgrades can be made.	MBY	Autumn 2019	The result will be that all areas of school are available to all students.
Uneven bus park footpath.	Investigate and obtain quotes to reposition the currently uneven pathway due to the large tree roots.	MBY	Autumn 2019	The footpath from the bus park into school will be even and safe to walk on.
Review the arrangements for disable students during termly fire drills.	Identify and review the arrangements for disabled students react during a fire drill.	MBY	Autumn 2019	All students will know where to go and feel confident during fire drills.