

## Heckmondwike Grammar School

**Policy:** Accessibility Plan

**Status:** Statutory

**Last revision by:** Assistant Headteacher (SEND responsibilities) / Finance Director

**Date of last revision:** February 2022

**Open view on website:** External/Internal

Approved by:	Chair of Governors
Approval date:	May 2022
Date of next review:	February 2025

Action	Date	By whom
Saved in Staff Shared Drive	May 2022	DJN
On public website (if applicable)	May 2022	LMS
In review schedule	February 2025	NJJ/AHT

## HECKMONDWIKE GRAMMAR SCHOOL ACADEMY TRUST

# ACCESSIBILITY PLAN

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Heckmondwike Grammar School Academy will endeavour to ensure equality of opportunity for all its pupils and staff. Disabled pupils or prospective pupils will not be treated less favourably than other pupils or prospective pupils for reasons relating to a disability.

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.

## 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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 PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>Library resources available to all pupils via online order and collection facility and online catalogue.</li> <li>Access arrangement assessments.</li> </ul>		<ul style="list-style-type: none"> <li>Curriculum resources include examples of people with disabilities</li> </ul>	Communication with subject leaders to highlight need to be inclusive.	JRB	31 August 2022	Example of people with disabilities seen in learning resources.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators (internal and external)</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> </ul>		Adaption to main presentation space (Swann Hall) to include induction loop hearing system.	Consider implementation of hearing loop.	EPB	28 February 2023	New induction loop if suitable in main presentation space.
Improve the delivery of information to pupils 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>• Large print resources</li> <li>• Modified resources</li> </ul>		Clear internal signage that is accessible to all.	Review signage around school to ensure accessible for all.	JRB	31 August 2022	Clear internal signage accessible for all.

#### **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 governing body.

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

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy