

Heckmondwike Grammar School

Policy: Accessibility Plan

Status: Statutory

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HECKMONDWIKE GRAMMAR SCHOOL ACADEMY TRUST

ACCESSIBILITY PLAN

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

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 will endeavour to ensure equality of opportunity for all its pupils and staff. Our values of respect, responsibility and excellence permeate our culture. 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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"> • Our school offers a broad and balanced curriculum for all pupils, with adaptive teaching used to ensure individual needs are met • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • The curriculum is reviewed to make sure it meets the needs of all pupils 		<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs 	<p>Short Term: Development of a SEND action plan to address this objective</p> <p>Medium Term: Improved target setting through clarity in graduated approach</p> <p>Long Term: Implement clear processes for reviewing targets</p>	SENDCO and AHT for T&L	Sept 2025	<p>SEND action plan will show development towards the objective</p> <p>Targets will be set for all students with additional needs, following a clear graduated approach</p> <p>Systems are in place to ensure targets are reviewed regularly</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Lifts (internal and external) • Inclusive building design (e.g. ramps, corridor width, disabled toilets) • Sensory friendly spaces • Adjustable furniture • Assistive technologies • Maintained lighting and acoustics • Keep right system on corridors/stair wells • Door magnets installed for lesson changeover • Use of assistive technologies (e.g. interactive whiteboards) 		<ul style="list-style-type: none"> • Continue to develop the use of assistive technologies that support those with additional needs 	<p>Short Term: Undertake a needs analysis in this area</p> <p>Medium Term: Explore assistive technologies/complete relevant CPD to support implementation</p> <p>Long Term: Effectively implement assistive technologies to further support those with additional needs</p>	<p>SENDCO and Network Manager</p>	<p>September 2027</p>	<p>Needs analysis will highlight gaps in assistive technology</p> <p>Individuals will be trained in assistive technology to better support those with additional needs</p> <p>Those with additional needs will experience positive impact of using assistive technologies</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Use of assistive technologies • Materials in accessible formats • Flexible seating/rooming arrangements • Adaptive teaching strategies used in implementation of the curriculum • Exam access arrangements 		Continue to develop the use of assistive technologies that support those with additional needs	<p>Short Term: Undertake a needs analysis in this area</p> <p>Medium Term: Explore assistive technologies/complete relevant CPD to support implementation</p> <p>Long Term: Effectively implement assistive technologies to further support those with additional needs</p>	SENDCO and Network Manager	September 2027	<p>Needs analysis will highlight gaps in assistive technology</p> <p>Individuals will be trained in assistive technology to better support those with additional needs</p> <p>Those with additional needs will experience positive impact of using assistive technologies</p>

HGS is a large and complex site. We recognise that there is always room for improvement and are constantly seeking to improve access and circulation through ongoing building work and careful operational planning. We welcome any further suggestions as to how we could improve our accessibility to all, whatever their disability. Should you have any suggestions, please contact Ms Natalie Loxley, Finance Director.

4. Monitoring arrangements

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

It will be reviewed and 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
- SEND policy
- Supporting pupils with medical conditions policy
- Complaints policy