Disability Statement and Accessibility Plan

Purpose of Policy

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA), and the Disability Discrimination Act 1995 (DDA), as amended by the DDA 2005.

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools’ services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Governing Body of Bingley Grammar School is committed to a fair and equal treatment of all individuals regardless of disability and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Aims

Our vision is to be inclusive, to be a school where every student is valued, challenged and nurtured in order to realise their potential and we believe that mutual respect and understanding create a vibrant learning community.

Bingley Grammar School is committed to ensuring equal treatment of all its employees, students and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment or victimisation of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

The Governing Body recognises the limitations to the speed of improvement resulting from the practicalities of the current site and buildings, the availability of finance and the duties to all members of the school community, and an Accessibility Plan to improve accessibility will be drawn up accordingly.

The aims of this statement and the Accessibility Plan are to ensure that Bingley Grammar School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as
equally prepared for life as are able-bodied pupils. 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. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. Where a current pupil develops a disability, either a temporary disability such as a broken leg, or a permanent disability, every effort will be made to put in place adjustments and accommodations, as far as reasonably practical, to allow the pupil to access their normal curriculum. Risk assessments will be carried out to provide for this.

- improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached, relating to these key aspects of accessibility and showing how the School will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

This document is to be read in conjunction with the following policies:

- Equality Policy (including Equalities Information and Objectives)
- Teaching and Learning Policy
- Curriculum Policy
- Behaviour Policy
- Equal Opportunities Policy
- Race Equality Policy
- Discipline Policy and Code of Conduct
- School Improvement Plan
- Special Educational Needs Policy (SEN)
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- ICT user policy
- Admissions Policy
- Health & Safety Policy

Definition of Disability

The Equality Act 2010 defines disability as when a person has a “physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities”. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

In relation to the Disability Discrimination Act 2005 (DDA), Disability Equality in Education (DEE) recommended that all students with SEN and those with long-term medical needs be treated as disabled for the purposes of the DDA and for equality. This is in addition to all students with long-term impairments, which have a significant
impact on their day-to-day activities. We understand that the definition of disability under the Act is different from the eligibility for special educational needs provision. This means that disabled students may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

The School's Strategic Priorities

The whole school priorities identified in the School Improvement Plan will incorporate the needs of all members of the school.

Involvement of disabled people in developing a Disability Equality Scheme

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate reasonable adjustments. This consultation process will be on-going.

In addition, as part of our public sector equality duty, we intend to consult with external voluntary organisations in order to further inform the Action points in our Accessibility Plan.

The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually.

Developing a voice for disabled pupils, staff and parents/carers

Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

Reviewing/Monitoring

The Accessibility Plan will be reviewed annually and monitored through both the Leadership and Management Committee and the Finance, Buildings and Services Committee of the Governors. The plan is also available in the following formats: email, enlarged print version, vle, other formats by arrangement.

The scheme will be revised every three years.

Originator: JES
Partner Governor: CC
Ratified by Full Governing Body
Date of Plan: May 2018
Next Review: May 2021
## Bingley Grammar School Accessibility Plan 2018 - 2021

### Improving the Physical Access to the School

<table>
<thead>
<tr>
<th>S/M/L Term</th>
<th>Objectives</th>
<th>Area for Action</th>
<th>Resources Required</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>Monitoring</th>
</tr>
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<tbody>
<tr>
<td>S</td>
<td>Continuing audit of access to and circulation within buildings, classrooms and corridors, and consideration of disabled access when reviewing capital projects</td>
<td>Establish list of priorities for areas where improvements can be made (advice to be sought from students, staff, parents and voluntary organisations)</td>
<td>Time Costs allocated as part of capital projects (e.g. ramp for 6th Form extension)</td>
<td>Ongoing</td>
<td>LAW/RP/JES/SENCo Also LT re advice &amp; questionnaires etc.</td>
<td>SLT</td>
</tr>
<tr>
<td>L</td>
<td>Movement/transfer between levels</td>
<td>Currently very difficult on our site – but access to be considered when any development works undertaken</td>
<td>In short term timetabling/rooming to be considered in individual cases</td>
<td>Ongoing</td>
<td>DCA Timetabling where possible in individual cases Individual cases highlighted by student support teams and medical needs coordinator</td>
<td>SLT</td>
</tr>
<tr>
<td>S</td>
<td>Ensure fire procedures take account of students and staff with disabilities, and control of disabled visitors</td>
<td>Review number, capability and location of evacuation chairs for use in emergency and ensure staff are aware Ensure individual PEEPs in place where necessary</td>
<td>Time Consider purchase of another evacuation chair</td>
<td>Ongoing</td>
<td>RP/PJR/SIG</td>
<td>SLT</td>
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## Improving Curriculum Access

<table>
<thead>
<tr>
<th>S/M/L Term</th>
<th>Objectives</th>
<th>Area for Action</th>
<th>Resources Required</th>
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<th>Monitoring</th>
</tr>
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<tr>
<td>M</td>
<td>Ensure that the school is prepared to meet the needs of a student with disabilities and they have equal access to curriculum opportunities</td>
<td>Consultation with parents and external agencies as appropriate Personalised curriculum through Achievement Centre or organised by Head of Year</td>
<td>Time &amp; consultation replies co-ordinated. Staffing requirements assessed.</td>
<td>Termly</td>
<td>AHT/SENCo, Student Support Year teams</td>
<td>AHTs for each year group</td>
</tr>
<tr>
<td>S</td>
<td>Ensure appropriate IT facilities are available for students with disabilities</td>
<td>Review accessibility of ICT and include students in review as appropriate</td>
<td>Time &amp; consultation replies co-ordinated</td>
<td>Ongoing</td>
<td>SLT/HoY</td>
<td>SLT</td>
</tr>
<tr>
<td>S</td>
<td>Ensure staff have appropriate range of skills and experience to be able to assess and provide for the needs of students with disabilities and learning difficulties</td>
<td>Determine training needs Consider employment of specialist support assistants with relevant skills and expertise</td>
<td>Time Costs to be considered when setting budgets</td>
<td>Ongoing</td>
<td>ASD/AHT-SENCo</td>
<td>LAW</td>
</tr>
<tr>
<td>S</td>
<td>Ensure all out-of-school activities are planned to allow for the participation of all students</td>
<td>Ensure trip approval documentation and risk assessments consider access for individuals with disabilities</td>
<td>Time</td>
<td>Determine if documentation is sufficient to cover needs</td>
<td>Ongoing</td>
<td>AHT-SENCo/Student Support Year teams</td>
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<tr>
<td>S</td>
<td>Ensure all students with medical needs have an Individual Health Care Plan and record in SIMS to ensure appropriate accommodations can be made by staff for students on a day to day basis</td>
<td>All necessary IHPs in place and agreed with parents/carers</td>
<td>Time</td>
<td>Personalised learning plans can be put in place where medical need disrupts learning</td>
<td>Ongoing</td>
<td>Medical Needs Coordinator/Student Support Year teams</td>
</tr>
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## Improving Access to Information

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<td>S</td>
<td>Further availability of written material in alternative formats plus accessibility to student information in online systems at any time</td>
<td>Consider alternative formats (such as large print and audio/digital formats) etc. as required for parents and students. Continue to work to improve level of take-up by parents/carers of registration for “My Child at School” and “Class Charts” systems to allow student reports and information to be provided online (enabling access at any time and to provide larger print formats etc. to be accessed) <em>(nb printed reports sent out to any parent indicating they have no access to the internet)</em></td>
<td>Administration time and resources to contact parents/carers to register for online reporting systems and to provide feedback on information formats</td>
<td>ongoing</td>
<td>Data Team/Student Support Year teams</td>
<td>SLT</td>
</tr>
<tr>
<td>M</td>
<td>Further training for raising awareness of disability issues and impact of new SEND legislation</td>
<td>Provide targeted training for governors, staff &amp; students in supporting and accessing support and recognising need.</td>
<td>Time</td>
<td>Ongoing - issues considered/monitored at staff training &amp; governor meetings</td>
<td>ASD/AHT-SENCo</td>
<td>LAW</td>
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