

# Wakefield Grammar School Foundation Including EYFS

## DISABILITY ACCESS PLAN

**3-year period covered by the plan:** June 2009 to June 2012

### 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 pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### SECTION 1 - BACKGROUND

#### 1A. Definition of Disability

The DDA describes a disability as a physical or mental impairment which has a substantial and long-term adverse affect upon the ability to carry out normal day to day activities. Impairments include sensory impairments such as those affecting sight or hearing, communication disorders and learning difficulties. People who have a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well recognised are included. Many of the children who have Statements of Special Educational Needs fall within the terms of the DDA and the definition also includes other children who do not have statements.

## 1B. Foundation Vision and Values

Wakefield Grammar School Foundation endeavours to ensure that all its pupils and potential pupils who meet the schools' academic entrance criteria are able to derive benefit from the full academic and extra curricular programmes of the schools.

Staff should seek to create an educational partnership with pupils and their parents. They should support all pupils in their learning, remove any barriers to that learning and avoid anything that would deprive or exclude a pupil from an activity.

## SECTION 2 - MAIN PRIORITIES IN THE SCHOOL PLAN

### 2A. Increasing the extent to which disabled pupils can participate in the school curriculum :

TARGET	ACTION	TIMEFRAME	OUTCOMES
Improve identification of pupils with barriers to learning within the school	Consult with <i>Head of Learning Support</i> , Head of Year, Form Teachers to gain accurate assessments and feedback on individual pupils	Ongoing	Staff to be aware of specific barriers to learning for individual pupils via IEPs
Develop a range of learning resources that are accessible for pupils with different disabilities	Heads of Department to review resources in their curriculum areas in conjunction with <i>Head of Learning Support</i>	2010/11	Pupils with disabilities have increased access to curriculum materials
Teachers and other staff to develop their knowledge of different styles of teaching and learning and to develop skills to deal with pupils with specific disabilities	Head of Pastoral Care and <i>Head of Learning Support</i> to provide or arrange specific training for new and existing staff relating to disabilities experienced by pupils. Information to be issued to teachers.	2010/11	Staff have a greater understanding of disability issues, can identify barriers to learning and can produce lesson plans with methods of differentiation applicable to individual pupils
Disability equality to be included in the PSHE curriculum	<i>Head of Learning Support</i> to liaise with Head of PSHE (or Teacher responsible for PSHE) to ensure disability equality is included in the curriculum	2010/11	Pupils have a greater understanding of disability issues. Reduction in disability related name-calling or mild discrimination

**2B. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services :**

TARGET	ACTION	TIMEFRAME	OUTCOMES
Continue to ensure all fire procedures take account of the needs of pupils and visitors with disabilities	Estates and Property Manager, School Heads, <i>Head of Learning Support</i> and the Foundation Health and Safety Consultant to examine all the current procedures and risk assessments to ensure the needs of existing and future disabled students have been identified.	Each September for new intake of pupils or if a known disabled pupil starts	Maintain the safety of disabled pupils at school and ensure there is a recognised set of procedures to meet their needs
Ensure where possible and reasonable that physically disabled pupils and visitors can negotiate steps around the Foundation sites, especially school entry points, corridors and teaching areas.	Provide ramp access and lifts (new build projects). If this is not possible then ensure hand rails are installed on steps and stair cases. Investigate the painting of lines on steps.  <i>New stair lift installed in WGHS 6<sup>th</sup> Form Centre</i>  <i>Push button door opening into the WGHS link building</i>  <i>In CH good quality ramps in playground and disabled lift in playground</i>	By 2011/12  New build projects as appropriate  <i>Spring 2011</i>  <i>Autumn 2011</i>  <i>September 2011</i>	Disabled pupils and visitors can move as freely as possible around the Foundation sites  <i>Disabled pupil in a wheelchair can access 6<sup>th</sup> Form Centre</i>  <i>Disabled pupil in a wheelchair can enter the building unaided</i>  <i>Disabled pupils and visitors give access to EYFS building and CH hall</i>
All specific classroom and common area refurbishments take account of needs of disabled pupils and visitors	During upcoming and future refurbishments, all aspects that would impact a disabled pupil are reviewed – location of whiteboards, location of door handles, positioning of safety signs, colour schemes, use of window blinds	2011/12 for WGHS SS and JS in the STC and for WGHS with the Library Project	More recent legislative changes in respect of design are incorporated to allow disabled pupils to enhance their learning and be more comfortable in school
Ensure there are adequate toilet and changing room facilities suitable for disabled pupils and visitors	Review the existing facilities and recommend changes as appropriate  <i>Disabled toilets in Centenary House [CH]</i>	Review in 2009/10 with any changes by 2011/12  <i>September 2011</i>	The Foundation provide appropriate facilities for the needs of disabled pupils  <i>Good quality disabled toilet facilities in CH</i>

	<i>Disabled toilet in QEGS Senior Main Block</i>	<i>September 2011</i>	<i>Good quality disabled toilet facilities in QEGS</i>
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## 2C. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

TARGET	ACTION	TIMEFRAME	OUTCOMES
Make information available more accessible to pupils with disabilities	<i>Head of Learning Support to advise the most appropriate method of delivering information to a particular pupils [depending on age] e.g. pupils with Asperger syndrome or autism, pupils with dyslexia, pupils who are visually impaired or with impaired hearing</i>	By end of 2010/11	Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats
Make information available to parents of pupils with a disability or parents with a disability themselves	School to discuss with parents their preferred method of receiving information about their child(ren).	By end of 2010/11	Parents have greater access to information about their children

## SECTION 3 - MAKING IT HAPPEN

### 3A. Management, Co-ordination and Implementation

This plan will be approved by the Governors of Wakefield Grammar School Foundation in the Autumn Term 2009 and will be reviewed every three years or following a specific change in circumstances.

Over the duration of this plan, there will be consultation with all members of the school community with the aim of using their feedback to inform future plans.

This plan forms part of the Foundation's Policies and Procedures and should be read in conjunction with other Foundation and individual school policies such as Admissions, Child Protection, Anti-Bullying, Behaviour and Discipline, Equal Opportunities, Learning Support, PSHE, Curriculum. All policies are available from the Bursar (Foundation polices) or from the Head (School specific policies).

### 3B. Getting Hold of the School's Plan

This plan is available to parents on request from the Head.

The plan will be available to staff on the staff shared drive or can be obtained from the Head, the SENCO or the Bursar.

The plan can be made available in other formats on request.