



Stretford
Grammar School
Aspirat primo fortuna labori

Accessibility Plan

Ratified by Governors : October 2017



ACCESSIBILITY PLAN- 2017-2020

Date of Review: Every 3 Years

Member of staff with overall responsibility: Mrs. H. Dolphin

Governing Body Sub-Committee with reviewing responsibility: Student Welfare

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Headteacher, Business Manager, The Assistant Head/SENCO and Site Manager are accountable for ensuring its implementation and review.

1. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the school website
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. We understand a person with a disability to be defined by the Equality Act as "A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities."
4. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
5. Stretford Grammar School plans, over time, to increase 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 making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
 - 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 other 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 **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan will be published on the School website.
8. The Accessibility Plan will be monitored through the Governing Body Welfare Committee.

Accessibility Action Plan

Date: October 2017

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

TARGETS	STRATEGIES	LEAD	OUTCOMES	Planning timeframe
<p>Ensure all staff and governors have access to specific training on disability/equality issues.</p>	<p>SENCo will continue to audit staff skills depending on the needs of students joining the school. Half-termly SEND updates, case conferences, Governor Welfare Committee meetings will be used to update skills and knowledge.</p> <p>A teacher from each Faculty will undertake the NASEN online training and will act as the SEND representative for that Faculty. Skills and knowledge will be shared at Faculty meetings Learning Support Staff will undertake relevant training to ensure that they are up-to date with interventions to remove specific barriers to learning. Mrs Pastore – training on autism, Mrs Ghaffur</p>	<p>SENCo/ LSAs</p>	<p>Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective</p>	<p>Ongoing</p>

	on specific learning difficulties and Mrs Humphries on social, emotional and mental barriers to learning.			
To ensure that materials provided by the school are accessible to students with disabilities.	The SENCo to provide information for staff on all students who are on the SEND register or Radar List through one-page profiles/passports. Specific guidance will be given so that teachers can make resources accessible for all students. Learning support staff will monitor this provision every half term and feedback to the SENCo who will provide further support for staff.	SENCo/LSAs	Improved access to resources for all students.	Ongoing Short term
Ensure access to computer technology appropriate for pupils with disabilities	Support for staff in identifying students in need of computer technology to support their writing and to facilitate early intervention. Laptops loaned to students in lessons where they are needed. Touchtype training will be made available to all	SENCo ICT Department	The school is enabling pupils to learn and communicate through varied formats that are matching individual needs.	Ongoing Short term

	students who make use of a laptop.			
To provide specialist equipment to promote the participation in learning of all pupils.	The SENCo to work with specialist services in Trafford to investigate new equipment and technologies to promote the learning of those with disabilities including those who have difficulty in recording their written work.	H Dolphin	Disabled students will be recording their work in an effective and accessible way.	Ongoing
To ensure that students with autism are supported in producing writing which reflects their cognitive ability.	The SENCo to investigate, purchase and trial Inspiration, an online support package for structuring writing. SENCo to train staff and students in how to use it. Training for staff on developing the written skills of reluctant writers. Collaboration with the English Department to develop effective strategies.	SENCo	Students with SEND will be producing writing at the standard which is required to make good progress.	Ongoing Short term

Increase confidence of all staff in differentiating the curriculum. Staff to identify areas of need in planning and lesson delivery.	Faculty representatives to undertake and share NASEN free online training and to share learning with other teachers. Training to be offered to all over three years.	SENCo	Accessibility to all areas of the curriculum for all students will be improved.	Ongoing Short term
Ensure all children on SEN register have a provision map in place Provision maps for all children on the SEN register	Provision maps to indicate and cost interventions specific to the barriers to learning of each child with a disability	SENCo	Accessibility to all areas of the curriculum for all students will be improved.	Ongoing Medium term
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disabled sports Disabled sports people to come into school	Curriculum Leader for PE	All to have access to PE and able to excel	Short term

Aim 2: To increase the extent to which disabled pupils, parents and visitors can access the school environment.

TARGETS	STRATEGIES	Lead	OUTCOMES	Planning timeframe
To ensure that more outdoor areas are accessible to students in a wheelchair	The Business Manager to investigate the possibility of the School providing ramps or other means for disabled students to access the school field without support.	J Evans	All students can access outdoor areas	Medium Term
Provision for pupils with walking difficulties to be allocated ground floor classrooms for easy access	Availability of ground floor classrooms for classes who have pupils with walking difficulties/disabilities	SENCo/ AHT timetable and rooming	Pupils with walking difficulties have the opportunity to access the classrooms and other facilities	Immediately when needed
All staff make classrooms accessible to students using a wheelchair	Ensure all classrooms are organised in accordance with pupil need. Ongoing training in disability awareness	LSAs/ Site Team	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety	Immediately

Ensure that all disabled pupils can be safely evacuated	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary and train in the use of evacuation aids Replace EVAC chairs with evacuation mats	SENCo	All disabled children and staff working with them are safe and confident in the event of a fire and all staff that may require training on the evacuation aids are trained.	Immediately
To ensure that there is a suitable disabled toilet for students and visitors	The Business Manager to cost the refurbishment of the current disabled toilet to make it more accessible.	J Evans	All students, parents and visitors have a fully accessible toilet	Medium Term
To ensure that Learning Support Assistants have the skills and training to lift and support all disabled students	SENCo to arrange for a higher level of handing and lifting training	H Dolphin	Disabled students to be supported safely when moving from a wheelchair to another seating area.	By end April 2017

Aim 2: To increase the extent to which disabled pupils can access written information.

TARGETS	STRATEGIES	Lead	OUTCOMES	Time frame
Availability of written material in alternative formats and languages	Written material, can be sent with large print, as requested. Transition paperwork to identify parental disabilities as well as student. If Braille is required the support of the authority will be requested. SENCO works closely with Trafford Sensory Impairment Service if needed. Ensure website and all document accessible via the school website can be accessed by visually impaired	SENCo/ Office Manager/ IT DEpartment	Improved access to written material for all parents including those with EA.	Ongoing
Make school brochures, school newsletters and other information for parents available in alternative formats available	School brochures, newsletters and other information to be produced in other formats when requested with external guidance if needed.	SLT	All school information is available for all in a format which aids comprehension	Ongoing

Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, signs language interpreters to be considered and offered if possible	SENCo	Pupils and/or parents feel supported and included and can access information shared.	As the demographic dictates
---	---	-------	--	-----------------------------

Stretford Grammar School is a welcoming school committed to accommodating all who wish to attend, visit, or have business with the school, regardless of disability. The above list is not exhaustive, and anyone with specific needs not covered by the above is encouraged to make contact with us to arrange a visit or discussion.