



**Stretford**  
Grammar School  
*Aspirat primo fortuna labori*

**Accessibility Plan: 2019-2022**

**Ratified by Governors : January 2020**



## Accessibility Plan - 2019-2022

**Date of Review:** January 2020

**Member of staff with overall responsibility:** AHT with responsibility for Student Behaviour, Development and Welfare

**Governing Body Sub-Committee with reviewing responsibility:** Student Welfare

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 responsible for ensuring its implementation and review.

1. The Accessibility Plan is structured to complement and support the School's Equality Objectives.
2. We are committed to providing a fully accessible environment cares for 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. This 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 and reviewed through the Governing Body Welfare Committee.

**Accessibility Action Plan****Date: October 2019****Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

TARGETS	STRATEGIES	LEAD	OUTCOMES	Planning timeframe
Ensure all staff and governors have access to specific training on disability/equality issues.	SENCo/ Assistant SENCO will continue to audit staff skills depending on the needs of students joining the school.	SENCo/ LSAs	Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective	Half-termly
	Half-termly SEND updates, case conferences, Governor Welfare Committee meetings will be used to update skills and knowledge.	SENCo/ LSAs		Termly
To ensure that materials provided by the school are accessible to students with Specific Learning Disabilities.	All Powerpoints and presentations to have a non-white background	Teaching staff	Improved access to resources for all students.	By Spring Term 2020

	The standard paper to be off white	MF		By Spring Term 2020
Ensure access to computer technology appropriate for pupils with disabilities	Text to speech software to be explored and trialled with students who have difficulty in recording their answers.	SENCo ICT Department	The school is enabling pupils to learn and communicate through varied formats that are matching individual needs.	Evaluation report by Summer Term 2020
To ensure that students with specific reading comprehension or language difficulties can understand the language used on an exam paper	A LSA to be trained to be an oral language modifier	P McDonald	The carrier language used in the examination paper will be clarified for students with autism when requested to do so by a candidate	For Summer examinations 2020

Increase the confidence of all staff in differentiating the curriculum for students with disabilities	Students with ASC to be supported in producing writing which is required to demonstrate their cognitive abilities Training on differentiating writing to be put in place Learning walks and book scans to monitor the provision and impact Support plans to be put in place and monitored for all students with disabilities so that successful interventions can be identified and shared	Consultant for Autism from SENAS/SEN Co/Assistant SENCo	All students will be able to access the curriculum  All students will be able to demonstrate their learning	Training – Autumn Term  Monitoring – each half term
Review the PE curriculum and PE activities to ensure that PE is accessible to all	Lesson planning to include adapted, modified or alternative activities that offer an equivalent degree of challenge for all	Curriculum Leader for PE	All students will participate in physical activities in lessons and be able to take part in Sports Day and other extra-curricular physical activities	2019-2020

	students including those with disabilities			
	Student representatives to be consulted about PE and how to facilitate participation			

**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 wheelchair users and students with disabilities.	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.	MF	All students can access outdoor areas	By the end of the Spring Term 2020
All students with temporary and permanent physical disabilities to be able to access all upstairs facilities	All staff teaching upstairs to be EVAC Chair trained	SENCo/ AHT timetable and rooming	Pupils with walking difficulties have the opportunity to access the classrooms and other facilities	By the start of Autumn Term 1



To ensure safe and appropriate access to the school for all students, staff and visitors	Increase the number of car parking spaces for wheelchair users Install a sign at the entrance to school to indicate where the spaces are located	MF/Site Team	Students, staff and visitors with disabilities will be able to access suitable parking spaces	By the end of Spring Term 1
	Mark out safe walkways through the parking areas to reception for a disabled person	MF/ Site Team	Students, staff and visitors with disabilities will be supported in finding a safe way to arrive at reception	By the end of the Spring Term
	Provide a portable induction loop for those with a hearing impairment.	MF/ Site Team	Students, staff and visitors with an hearing impairment will be able to hear what is being said clearly in reception	By September 2020
	Provide at least one chair with two arms in reception.	MF/ Site Team	Students staff and visitors who have difficulty standing up will be able to use their arms to support themselves in getting up from a chair	By the end of the Autumn Term 2019

**Aim 3: 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	Provide text alternatives for visitors with visual and auditory impairments. Written information to be available in an audio format	SLT lead	Improved access to written material for all students, parents and visitors including those with EA.	By Summer Term 1
Make school brochures, school newsletters and other information for parents available in alternative formats available	Check with new parents if they require information in an alternative format  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 access and comprehension	Autumn Term 1

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.