



Stretford
Grammar School
Aspirat primo fortuna labori

ACCESSIBILITY PLAN- 2025 to 2026

Ratified by Governors : October 2024



ACCESSIBILITY PLAN- 2025-2026

Date of Review: March 2025

Member of staff with overall responsibility: Ms N Hyde

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 2023

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

TARGETS	STRATEGIES		OUTCOMES	Planning timeframe
Ensure all staff and governors have access to specific training on disability/equality issues.	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 <i>Whole school disability awareness training was delivered by SENCO March 2021</i>	Termly Link to Staff survey end of Spring term 2025
	Half-termly SEND updates, case conferences, Governor Welfare Committee meetings will be used to update skills and knowledge.	SENCo/ LSAs		Annually

	Whole school taking part in Autism In Schools training over two years	Whole School	Increased whole staff knowledge with regards to Autism and the needs of those with this diagnosis resulting in a more inclusive school environment.	'Autism In Schools' training delivered via INSET over next 2 years
To ensure that materials provided by the school are accessible to students with Specific Learning Disabilities.	All Power points and presentations to have a non-white background	Teaching staff	Improved access to resources for all students. Screens now added to all classrooms	learning walks and reminder once a term.
	The standard paper to be off white	MF		The by end of Summer Term 2024. End of Summer Term 2025
Ensure access to computer technology appropriate for pupils with disabilities	Text to speech software to be explored and trialed 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 Sept 2025

<p>To ensure that students with specific reading comprehension or language difficulties can understand the language used on an exam paper</p>	<p>An LSA to be trained to be an oral language modifier</p>	<p>P McDonald</p>	<p>The carrier language used in the examination paper will be clarified for students with autism when requested to do so by a candidate</p>	<p>By Sept 2025</p>
<p>Increase the confidence of all staff in differentiating the curriculum for students with disabilities</p>	<p>Students with ASC to be supported in producing writing which is required to demonstrate their cognitive abilities Training on differentiating writing frames 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</p>	<p>Consultant for Autism from SENAS/ SENCo EFA whole school training</p>	<p>All students will be able to access the curriculum All students will be able to demonstrate their learning Support plans and passports are linked to class charts accessible via 'Provision Maps' software so teaching staff can access them easily Autism in Schools training is upskilling teaching staff with regards to inclusion.</p>	<p>Training by SENAS via INSET over next 2 years Monitoring – each half term. SENCO undertakes Learning walks based on data from each year group throughout the academic year. Support Plans and student passports in place and reviewed each term.</p>

<p>Review the PE curriculum and PE activities to ensure that PE is accessible to all</p>	<p>Lesson planning to include adapted, modified or alternative activities that offer an equivalent degree of challenge for all students including those with disabilities</p> <p>Student representatives to be consulted about PE and how to facilitate participation</p>	<p>Curriculum Leader for PE</p>	<p>All students will participate in physical activities in lessons and be able to take part in Sports Day and other extra-curricular physical activities</p>	<p>Evidence by Sept 2025</p>
<p>To enable public examinations to be accessed by students with special education needs and or disabilities/ medical conditions</p>	<p>SENCO will prepare folder of evidence. SENCO will arrange a separate room for students who are unable to access the main exam hall due to need. SENCO will discuss access arrangements with students and parents and will liaise with external agencies.</p>	<p>SENCO Exams Officer</p>	<p>GCSE and A Level students with special educational needs and or disabilities/medical conditions will be able to access public examinations.</p>	<p>Exam access to be entered onto JCQ website by March 23st 2024-2025</p> <p>Separate room and invigilators to be organised annually in advance of public examinations</p>

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

TARGETS	STRATEGIES	Lead		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/pathways or other means for disabled students to access the school field without support.	MF Lift to dining room and in Almond building Lift in Atrium and main building	All students can access outdoor areas.	The current route is to be kept.
All students with temporary and permanent physical disabilities to be able to access all upstairs facilities	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 Students also have bespoke timetables and access to lift key	Evacu-chair training refresh by Sept 2025

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 There are now 4 car park spaces for wheelchair users	Disabled students' staff and visitors will be able to access suitable parking spaces	There are 4 disabled parking spaces near reception. These form part of the new school building design.
	Mark out safe walkways through the parking areas to reception for a disabled person	MF/ Site Team	Disabled students' staff and visitors will be supported in finding a safe way to arrive at reception	Included within the new build. Crossing and bumps. Access is now straight into reception unlike in the old building
	Provide a portable induction loop for those with a hearing impairment.	MF/ Site Team	Students, staff and visitors with a hearing impairment will be able to hear what is being said clearly in reception	Assess by Sept 2024 SLT to look at for new reception.
	Provide at least one chair in reception with two arms	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	Several chairs and tables have now been installed within the reception area several with arms

Aim 3: To increase the extent to which disabled pupils can access written information.

TARGETS	STRATEGIES	Lead		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.	New website has availability for text to speech.
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	Much of our material is sent electronically so parents can use whichever software they need to access information

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.