



ACCESSIBILITY AND DISABILITY EQUALITY POLICY

This is a whole-trust policy, within the framework of which the Secondary School, Sixth Form, Primary School and the Nursery procedures operate as appropriate.

The Trustee Body believes in providing every opportunity to develop pupils', students' and adults' full potential. All pupils, students, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is the Trust's aim to reduce and eliminate barriers to the curriculum, promote fuller aspects of school life and make reasonable adjustments to the Trust environment for pupils/students and prospective pupils/students, staff, parents and visitors with a disability.

This policy outlines how the Trust promotes access for all pupils, students, staff, parents, carers, trustees and visitors to the school who have disabilities, with regard to the Equality Act 2010. This policy is reviewed annually and has due regard to the legislation and guidance as referenced in SEND Code of Practice 0-25 (2015).

The Trust is committed to making sure that:

- We treat people with disabilities equally as favourably as the rest of the Trust community.
- We will make reasonable adjustments for people with disabilities, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for people with disabilities.
- We do not discriminate against anyone with protected characteristics as outlined in the Equality Act 2010
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage people with disabilities from playing a full part in the life of our Trust
- We will encourage full participation by everyone in the activities offered by the schools within our Trust
- The accessibility action plan is resourced, implemented, reviewed and revised annually.

Definition of disability:

The Equality Act 2010 defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

It includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision, they will also be covered by the SEND Code of Practice 0-25 (2015).

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that should be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Details of disability are collected in the following ways:

- Pupils/students – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to an individual school within the Trust or from data entry sheets.
- Staff – disclosure to the Head in confidence or as part of job application data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb Motor Dyspraxia	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty (including SpLD)	Dyslexia, dyscalculia and verbal dyspraxia	
Developmental	AS - Autistic Spectrum	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment. ADHD - Attention Deficit Hyperactivity Disorder	
Social, emotional and mental health needs	Behavioural and emotional differences which impact on daily life such as Obsessive Compulsive Disorder	

Speech and language and communication needs	Developmental delay or physical difficulties leading to additional Speech and Language needs	
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In brief, a person has a disability if he/she has a physical or mental impairment that is:

- Substantial
- Long-term and
- Has an adverse effect on his/her ability to carry out normal every day activities

Current Provision

Pupil/Student Identification

The Trust maintains a Special Educational Needs and Disabilities Register and a monitoring register of learning needs and medical needs.

Pupil/Student needs are identified in the following ways:

- Feeder school and nursery records
- Baseline data on entry and at key points throughout their school career
- Achievement and attainment data through the internal tracking process which is in place in each school
- Information provided by parents/carers
- Medical information
- Teacher monitoring of progress and engagement in the classroom
- Independent assessment of learning difficulties
- External agency input

Access to Premises

The current provision within the Trust for disability access is:

- Three parking bays for disabled drivers: 1 reserved in Queen's Wing Car Park, 1 marked in Singleton House car park and one marked in Lammack car park).
- Ground floor toilets for disabled use – Main Reception, Gym, Northgate Sports Hall (3, of which 2 are in changing rooms)
- Ground floor toilets available in Ormerod, Queens Wing (male) and Holden (male),
- Lift in Singleton House (Sixth Form Centre) for access to upper floor.
- Lift in Main Hall
- Ramp access to Old School House Rm 31, Finance Office, Conference room; level access to Rm 33 via rear entrance of School House
- Ground floor shower facilities in Sports Block.
- Level access to ground floor for Main Reception, Meeting Room, Medical Room, The Chill, Big School Hall and The Technology building; Access to Rooms 38 & 39 via Big School Hall.
- Handrail down the ginnel from the electricity sub-station to the opening of Ormerod
- Handrails down the side of Holden to cover the 2 sets of steps leading to Hartley House.
- Handrails covering the 3 steps leading from the side of Holden to the Hartley entrance
- Handrail to the rear of DT to assist in ascending/descending the slope
- External steps have white nosing and all include anti-slip material.
- All classroom lighting has consistent lighting levels
- Corridors – as above

- Big School lighting has been replaced with LED's to provide a constant and consistent glow and to better illuminate the area.

Access to Curriculum

The Trust is committed to making reasonable adjustments to ensure that delivery and practice are inclusive. All pupils/students are entitled to have access to the curriculum at EYFS, KS1, KS2, KS3, KS4 and KS5 with the curriculum tailored to suit individual needs and resources adapted as necessary. Teaching styles and strategies are adapted to cater for student needs.

All pupils/students are actively encouraged to participate in extra-curricular activities.

Agreed levels of support are implemented at Support (SEN K) and ECHP (SEN E) levels.

Special educational needs are a regular focus of staff training to ensure that inclusive practice is at the heart of classroom delivery and school activities.

Details of the school's targeted provision can be found in the SEND Information Report on the school website.

EHCPs (Education, Health and Care Plans) & Personal Budgets

The Trust recognises that parents/carers of children who have an EHC plan and young people who have such a plan have a right to ask for a particular educational institution to be named in the plan and for a Personal Budget for their support. The Trust is committed to working collaboratively with parents/carers and young people in the allocation and use of any such budgets. However, the Trust is under no obligation to employ support providers that parents or young people might indicate as their preferred providers.

Making reasonable adjustments

The Trust aims to remove any barriers that are found to make life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

a. The building and grounds:

- Ensuring all major refurbishments to current buildings are compliant with the Equality Act 2010
- Denote hazards for the visually impaired – step edges clearly marked
- Handrails beside steps across the school site
- LED lighting in 'big school' to provide a constant level of illumination
- All classroom lighting has consistent light levels
- Flexibility of seating arrangements to suit need

b. Learning and teaching:

- The Trust will review and monitor to ensure any pupils/students with a disability make progress in line with their abilities, then evaluate and adapt Trust practice accordingly
- Use of assistive technology to support in lessons and examinations
- Academic progress is monitored
- Additional support (small group or 1:1) will be provided where possible
- Individual targets and IEPs ensure aptness of teaching and learning strategies

- Targets will be monitored regularly and progress towards them will be reported to parents/carers regularly
- Ongoing review of Trust policies

c. Communication methods:

- Use of ICT resources by pupils/students
- Font size adjustment for written resources
- Text to speech software
- Visual timetables
- Newsletters to parents/carers
- Diary and news pages on the Trust website
- Informal discussions with parents/carers
- Telephone messages and conversations with parents/carers
- Most information is available electronically and can be converted to other appropriate formats

Monitoring and Impact Assessments

The disability register will be updated as and when necessary. The Trustee Body will review the Action Plan annually and measure the impact of any changes or initiatives on the quality of school life in its widest sense for any pupils/students on the disability register. A formal review of the plan will take place after three years (July 2023)

Updated by Mrs G Frost: July 2021

Approved by Board of Trustees: September 2021

APPENDIX 1

Queen Elizabeth's Grammar School Academy Trust Accessibility and Disability Equality Plan

Information from pupil/student data and Trust audit:

Information about the needs of disabled people will be gathered through:

- Pupil/student admission information
- Parent/carer questionnaire
- SIMS data
- SEN reviews/statements
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

Views of those consulted during the development of the plan:

To ensure Queen Elizabeth's Grammar School Academy Trust is a welcoming environment for all, it is recognised how important it is to seek advice from all stakeholders, those consulted in the development of the AAP should include:

- Pupils/students with and without a disability
- Parents of pupils/students who have a disability
- Staff
- Trustees
- Members of our community with relevant experience
- External specialist consultants