



ACCESSIBILITY PLAN

2019-2022

This policy is updated and approved by the Governing Body every 3 years

This version was approved January 2020

The next update will be due by January 2023

Signed: _____

Mr R Williams - Chair of Governors

ACCESSIBILITY PLAN 2019-22

1. Introduction

- 1.1 Aylesbury Grammar School is committed to providing an environment that enables full curriculum access to all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 1.2 The Aylesbury Grammar Accessibility Plan has been developed and drawn up based upon information supplied and consultations with students, parents, staff and governors of the school. The document will be considered when drafting school policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2. Aims

- 2.1 This plan sets out the proposals of Aylesbury Grammar School to increase access to education for disabled students in the three areas required by the planning duties in the Equality Act 2010:
- increasing the extent to which disabled students can participate in the school curriculum
 - improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services
 - improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
- 2.2 Aylesbury Grammar School also recognises its responsibilities towards disabled staff and parents/carers and will:
- monitor recruitment procedures to ensure that people with disabilities are given equal opportunities
 - ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers and where necessary, undertake reasonable adjustment to enable staff to fully access the workplace
 - ensure that disabled parents/carers are supported and can access school information and events readily

3. Expectations

- 3.1 It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with;
- Students
 - Parents/carers of students
 - Staff

- Governors
- Any other stakeholders

4. Scope

- 4.1 Within the terms of the Equality Act 2010, the term ‘disability’ is defined thus:

“a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities”.

- 4.2 Physical and mental impairments include sensory loss, cerebral palsy, diabetes, arthritis, epilepsy, mental illness, Autism Spectrum Disorder (ASD) and Specific Learning Difficulties (SpLDs) such as dyslexia and Attention Deficit Hyperactivity Disorder (ADHD). Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a recognised mental illness. The SEND Report at Aylesbury Grammar School includes students with both physical and mental impairments.
- 4.3 Within the terms of this document, “curriculum” is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

5. Strategy

- 5.1 Aylesbury Grammar School aims over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities.

- 5.2 Our strategies include:

- Having high expectations of all students
- Finding ways in which all students can take part in the full curriculum including sport, music and extra-curricular activities
- Planning out of school activities including all school visits so that students with disabilities can participate
- Setting admission criteria which do not discriminate against students with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- Planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities
- Raising awareness of disability amongst all school staff
- Providing written information for students with disabilities in a form which is user friendly
- Using language which does not offend in all literature and making staff and students aware of the importance of language

- Examining the library and reading books and other resources to ensure that there are examples of positive images of disabled people.

6. Planning Duty 1 - Increasing the extent to which disabled students can participate in the school curriculum

6.1 At Aylesbury Grammar School we aim to:

- Continually audit adjustments being made to the curriculum to accommodate disabled students e.g. timetabling and in-class support

6.2 Provide training for all staff on differentiation of the curriculum:

- Provide INSET to all staff from specialist teachers to ensure all students they teach are able to access the lesson content.
- SENDCo to provide all departments with subject specific strategies to support disabled students and Heads of Department to evidence differentiation into schemes of work
- SENDCo to encourage teaching staff to liaise more with teaching assistants (TAs) prior to lessons so that support is fully utilised and TAs are deployed appropriately.

6.3 Ensure equal access for disabled students to school clubs/societies, school visits and extra-curricular activities:

- Risk assessments and planning of trips to include accessibility references
- Analyse extra-curricular activities to ensure inclusion of disabled students
- Draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled students

7. Planning Duty 2 - Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:

7.1 Aylesbury Grammar School aims to enhance physical access and improve accessibility where possible.

7.2 We aim to audit, improve and/or implement the following:

Entry/Exit to/from School:

- Provide designated disabled spaces
- Install concrete ramps next to any steps to improve pedestrian and wheelchair access
- Acquisition of portable ramps which can be used when required in emergency
- Install handrails on steps.
- Acquisition of two emergency evacuation chairs to be utilised in emergencies in areas of the site with full staircases (e.g. Science Block)

7.3 Lighting

- Provide adequate lighting in all areas of the school

7.4 Signage

- Install signage in the car parking areas using pictorial signs and appropriate signage for visual impairment
- Install clear signage throughout the building using pictorial signs and appropriate signage for visual impairment

7.5 Ramps/Steps

- Introduce more ramps inside and outside the main building to facilitate wheelchair access
- Ensure all steps are highlighted with bright chevron lines

7.6 Toilets and Changing

Make available a sufficient number of disabled toilets and changing facilities.

7.7 Aylesbury Grammar School will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustics and colour schemes.

8. Planning Duty 3 - Improving the delivery of information to disabled students (and parents/carers)

8.1 Aylesbury Grammar School aims to:

- Provide written materials in alternative formats as requested;
- Provide school documents with the wording "If you require a large print copy or an alternative format of this document please contact the school"

9. Monitoring

9.1 We recognise that monitoring is essential to ensure that students with disabilities are not being disadvantaged and that monitoring leads to action planning.