



AYLESBURY
GRAMMAR SCHOOL
Founded 1598

ACCESSIBILITY PLAN 2025-2028

CATEGORY A

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

This version was approved in January 2025

The next update will be due by January 2028

Signed:

Mr R Williams - Chairman of Governors

Accessibility Plan 2025 – 2028

1. Aims

- 1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - Increase the extent to which students with disabilities can participate in the curriculum
 - Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to students with disabilities
- 1.2 Aylesbury Grammar School (The School) aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.
- 1.3 The School is committed to providing an environment that enables full curriculum access to all students, staff, parents/carers 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 regards to disability and to developing a culture of inclusion, support and awareness within the school.
- 1.4 The School also recognises its responsibilities towards any staff and parents/carers with disabilities 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
- 1.5 The plan will be made available online on the School's website, and paper copies are available upon request.
- 1.6 The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.7 The school supports any available partnerships to develop and implement the plan.
- 1.8 Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.
- 1.9 This Accessibility Plan has been developed and drawn up based upon information supplied and consultations with students, parents/carers, 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. Legislation & Guidance

- 2.1 This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

- 2.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- 2.3 Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 2.4 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.
- 2.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.5 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.
- 2.5 This policy complies with our funding agreement and articles of association.

3. Strategy

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

4. Policy Governance

- 4.1 This policy is reviewed and ratified by the Full Governing Body every 3 years or sooner should changes in legislation dictate.

APPENDIX 1 – ACCESSIBILITY PLAN WORKING DOCUMENT

Aim	Current Good Practice	Objectives	Actions to be Taken	Person/Dept Responsible	Completion Date	Success Criteria
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> The School offers a differentiated curriculum for all students Resources are tailored to the needs of students who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all students, including those with a disability Targets are set effectively and are appropriate for students with additional needs The curriculum is reviewed to make sure it meets the needs of all students Support sets at GCSE - Science and English 	<ul style="list-style-type: none"> Ensure students with specific disabilities or needs are suitably identified and supported when planning Educational visits and associated Risk Assessments 	<ul style="list-style-type: none"> planning checklist visits flag on Bromcom inclusion step included on planning form Compassion flags updated 	EVC/DSL	10.2024	
		<ul style="list-style-type: none"> Full relocation of Student Support Department - to be positioned centrally within the school site Significant increase in size of department meeting/activity space Increased number of staff in department, all have suitable office/work space 	<ul style="list-style-type: none"> Plans for reconfiguration of the ground floor of the Tower Block to be completed and agreed Finance for the project to be finalised and agreed 	MJS/IWD/JCR	09.2023	<ul style="list-style-type: none"> All works completed and Department up and running (Sep/Oct'23)
		<ul style="list-style-type: none"> Admissions Policy adapted to increase entry opportunities for PP/FSM students 	<ul style="list-style-type: none"> Admissions Policy September 2025 entrance criteria updated 	MJS	12.2023	<ul style="list-style-type: none"> Admissions Policy 2025 to spend 6 weeks in public consultation (Oct/Nov '23) Admissions Policy 2025 to receive final ratification from FGB (Jan '24)

		<ul style="list-style-type: none"> Appointment & Induction of new Assistant Student Support Lead (EAM) 	<ul style="list-style-type: none"> Appointed Summer 2022 Working towards National Award for SENDCo 2 year cycle 	MJS/JCR/EAM	09.2024	<ul style="list-style-type: none"> First appraisal cycle and external qualifications to be completed
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> Ramps Corridor width Disabled parking bays and pick-up/drop-off points Disabled toilets and changing facilities Library shelves at wheelchair-accessible height Portable ramps Emergency Evac chairs for upstairs classrooms Food & Nutrition room has accessible hob 	<ul style="list-style-type: none"> One-way systems in place in areas where corridor width is a hazard at lesson changeovers 	<ul style="list-style-type: none"> Signage in place 	IWD/Premises Team	09.2023	
		<ul style="list-style-type: none"> Ensure there is suitable access to Disabled toilets and changing facilities in school 		MJS/IWD	09.2024	<ul style="list-style-type: none"> Disabled toilets available off main corridor, behind Foundation Hall and in Science block
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources 	<ul style="list-style-type: none"> Staff training to support hearing impaired students 	<ul style="list-style-type: none"> Training session organised and delivered by Buckinghamshire Council 	JCR & SS staff	09.2023	<ul style="list-style-type: none"> All teaching staff attended as part of an after hours forum. Information shared for those who were absent

	<ul style="list-style-type: none">• Braille• Pictorial or symbolic representations					
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