

Torquay Boys' Grammar School Accessibility Plan, 2017-8

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

A - Compliance with the Equality Act

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Current practice:-

B - Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Our aim is to ensure that there are effective learning environments for all students. To ensure this there will be an ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.
- Our aim is to increase access for disabled pupils to extra-curricular activities and clubs. To do this we will audit participation in extra-curricular activities to ensure that disabled students are accessing extra-curricular activities at the same rate as their non-disabled peers. If it is found that disabled students are avoiding particular activities then necessary adjustment will be made to the timing and activities to encourage attendance.

C - Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

2 Our aim is to Increase site access to meet diverse needs of pupils, staff, parents and community users. An audit was completed in September 2015 that identified areas for development including:

- Attention to internal & external signage / way finding is required to ensure a consistent, visually and cogitatively accessible means of finding one's way around the site. This should include means of way finding for people who have impaired vision. It should include clarity between different entrances and advice as to the most appropriate access points for people with disabilities.
- Provide tonal contrast to nosing of all steps between the top car park level and the reception level and at all sets of steps around the site
- Ensure the gates are left open when the site is open so that someone with mobility impairment does not need to get out of the car.
- Install automated double entrance doors to allow easy access for wheelchair users.
- Review existing equipment, furniture, and fittings and take steps to start procuring or modifying equipment.
- Review existing equipment and attend to doors to BS8300 compliance.
- Review state of all carpeting and furniture to identify hazards.
- Gradual introduction of revised handles to bring door furniture up to BS8300

D - Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- ☑ Written information for pupils with visual impairments is currently being enlarged to enable equal access to curriculum.
- ☑ Parent's preferred reading formats are accommodated by an enquiry being made at reception to request alternative production of reading materials, eg braille or audio.

E – Ensuring inclusion in the school community

This will include all other measures taken in ensure inclusion within the whole school community.

- ☒ PSHE and tutor programmes to educate students on disability and encourage understanding and inclusion.
- ☒ Assemblies and whole school events focused on raising the profile of charities working with disabled individuals.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.