



TORQUAY BOYS' GRAMMAR SCHOOL

Accessibility Plan

Reviewed by the Full Governing Body October 2022

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1. Aims

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 disabled students can participate in the curriculum;
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled students.

Our 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.

Our Equality Objectives state:

- To ensure that the process of selection for admission to the school eliminates barriers arising from disadvantageous economic circumstances;
- To promote high aspirations among disadvantaged students who would benefit from an education at Torquay Boys' Grammar School;
- To continue to ensure that students with English as an additional language achieve educational outcomes which are at least as good as their peers;
- To ensure that students eligible for Student Premium have the support that they need to attend school and flourish so that their educational outcomes are comparable with those of other students;
- To ensure that students with special educational needs or disabilities are properly supported in overcoming barriers to learning and developing long-term resilience so that their educational outcomes are comparable with those of other students;
- To continue to ensure that promotion of tolerance and celebration of diversity is systematically embedded in the curriculum through the PSHE programme and to encourage its promotion throughout the curriculum;
- To foster a cultural context in which diverse groups can flourish, expressing themselves freely and responsibly throughout the school;
- To continue to challenge any incidences of intolerant behaviour. To comply with all statutory guidelines regarding equality.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints policy covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints policy sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff, and governors of the school.

2. Legislation and Guidance

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](#).

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.

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.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> • 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. • Enhanced risk assessments are carried out to ensure that, where possible and practical, disabled students will be able to access equally. • Enhanced risk assessments are carried out to ensure that, where possible and practical, disabled students will be able to access equally. 	To ensure the curriculum is balanced and broad and that all resources are accessible for students with a disability. (LT)	Continue to review the curriculum in light of new developments and resources to maintain our duties under the Equality Act.	HODs / SMT	Ongoing	Curriculum is regularly reviewed by HoDs and monitored by SMT.
		Improve accessibility of VI students through use of Ipads and Dolphin Reader app. (ST)	Purchase of Ipads and software and set up of linkage to RNIB.	SENDCo	Sept 2022	VI students have access to Dolphin Reader programme and make regular use of it.
		Improve access through use of Teams across departments for disabled students.	Subject staff to use Teams to make resources accessible to students via Teams if necessary	Subject staff	Ongoing	Students can access resources on Teams to support their learning.

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 • Elevators • Stair nosings painted in contrasting colours and delineation of pathways to support visually impaired. • Disabled parking bays • Accessible toilets and changing facilities • Touch door openers • Adapted chairs for classrooms • Accessible facilities in specialist rooms, eg Music, Technology, PE, Science. • Accessible signage/ menus, eg in Retreat. • Ensuring rooming for subjects is accessible for students with disabilities. • Equipment/ furniture modified where necessary, availability of slopes and foot rests. • Personal Emergency Evacuation Plan in place for disabled student. • Accessible Toilets with emergency pull cords and toilet support frame. • Continue to Review existing equipment, furniture, and fittings and take steps to start procuring or modifying equipment. • Continue to review state of all carpeting and furniture to identify hazards. • Review signage (internal and external) to ensure way-finding is consistent and supports those with identified needs 	Construction of Food Tech Room to ensure it is fully accessible by disabled students. (ST)	Site Team	Kev Smith/ Site Team		Food Tech room is completed and fully accessible by disabled students.
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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 • Braille- on request • Pictorial or symbolic representations • Specific Learning Difficulties including Dyslexia and Dyspraxia- all staff are informed of SpLD through SEND and Monitoring Register and SIMS and adapt delivery of information as required. • Written information for students with visual impairments is currently being enlarged to enable equal access to curriculum. Visually Impaired students also access the RNIB Bookshare via TBGS and books are downloaded onto their laptops and iPads. • Use of overlays and coloured overlays and papers for students with SpLD. • 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. 	Maintain high quality teaching and training of staff on communication to students with disabilities.(LT)	<p>Audit staff training needs annually.</p> <p>Department Reviews of teaching to include SEND focus.</p>	<p>SENDCo</p> <p>SMT</p>	<p>July of each year</p> <p>Department Review Cycle</p>	<p>Staff complete audit and SENDCo acts on needs identified.</p> <p>Department Reviews show clear evidence of SEND support specific to needs.</p>
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4. Monitoring Arrangements

This document will be formally reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Resources Committee. It will be approved by Full Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy;
- Equality information and objectives (public sector equality duty) statement for publication;
- Special educational needs (SEN) information report;
- Supporting students with medical conditions policy;
- Fire Management Plan;
- Premises Development Plan.

TBGS's commitment to equality and diversity means that this policy has been screened in relation to the use of gender-neutral language, jargon-free plain English, recognition of the needs of people with a disability, promotion of the positive duty in relation to race and disability and avoidance of stereotypes.

This document is available in alternative formats on request.