



ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST

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## Accessibility Plan 2019-23

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	Position/Committee	Date
Prepared by	Headteacher/ Business & Finance Director / Site Manager	July 19
Approved by Chair of Committee	Resources Committee	Sept 19
To be Reviewed	Resources Committee	Summer 2023



## ACCESSIBILITY PLAN- 2019-23

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Headteacher, Business and Finance Director, SENCO and Site Manager are accountable for ensuring its implementation and review.

1. Ilkley Grammar School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.
2. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the school website. We understand that the LA may monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
4. We understand a person with a disability to be defined by the Equality Act as "A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities."
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Ilkley Grammar School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility plan will contain relevant actions to:
  - Improve access to the **physical environment** of the School, adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.
7. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
8. The Accessibility Plan will be published on the School website.
9. The Accessibility Plan will be monitored through the Governing Body Resources Committee.
10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

### Accessibility Plan 2019-23

There are a range of adjustments that Ilkley Grammar School has already made and will continue to make to enable and improve equal access to our provision and site. These are listed in the tables below.

For anyone with specific, individual needs, the school will review this existing plan to endeavour to make whatever reasonable adjustments are possible within an agreed timeframe, and within the constraints of our existing, complex physical site.

#### Improving the Physical Access at Ilkley Grammar School

Planning Timeframe	Targets	Strategies	Implementation timescale following identified need	Lead	Success Criteria
Ongoing	Provision for pupils with walking difficulties to be allocated ground floor classrooms for easy access	Availability of ground floor classrooms for classes who have pupils with walking difficulties/disabilities	Immediately as necessary	Head	Pupils with walking difficulties have the opportunity to access the classrooms and other facilities
Ongoing	All staff make classrooms accessible	Develop system to allow entry for wheel chair users	Immediately as necessary	Site team/Head	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety
Short term	All staff make classrooms accessible	Ensure all classrooms are organised in accordance with pupil need. Ongoing training in disability awareness	Immediately as necessary	Head	
Ongoing	Improve signage and external access for visually impaired	Replace external light bulbs immediately when blown	Immediately as necessary	Site team	Safety for the visually impaired is improved within the school environment
Medium Term		Review and place contrasting stripes on edges of all steps,	As necessary	Site team	Access around the school site is improved
Ongoing	Ensure that all disabled pupils can be safely evacuated	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary and train in the use of evacuation aids	As and when necessary	Head/staff	All disabled children and staff working with them are safe and confident in the event of a fire and all staff that may require training on the evacuation aids are trained
Ongoing	Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	Ongoing	Site team/Head/Staff	All common facilities are located on the ground level with ramp access, all fire escapes kept clear and pupils have safe exit at all times.

Planning Timeframe	Targets	Strategies	Implementation timescale following identified need	Lead	Success Criteria
Ongoing	Ensure that access to school buildings and site can meet diverse pupils needs	Accessibility & clarity of signs around school  Awareness of independent access	Ongoing	Site team/Head/Staff  Head/staff	Access to school buildings and site improved
Ongoing	Disabled bay signage/markings	Keep under review the need for disabled parking	As necessary	Site team/Head	Accessible parking bay for disabled staff & visitors
Ongoing	Any redecorating or alterations within the school is sympathetic to the visually impaired	Advice taken re: lighting and colour schemes before any further decorating takes place. Contrast stripes on all external stairs	As necessary	Site team	The school decorates in a way that is sympathetic to the Visually impaired.
Long term	Provision/upgrades of disabled toilets	Disabled toilets of the school accessible for adults and pupils, keep under review and continue to audit disabled toilets as necessary	As necessary	Site team	Pupils and adults have access to a disabled toilet
Long term	Any future plans for further development of the building take Equality Act issues in to account.	Work with surveyors when planning modernisations.	As necessary	Site team	Where it can be reasonably achieved, the school building continues to be accessible for all.

### **Improving Access to the Curriculum at Ilkley Grammar School**

Planning Timeframe	Targets	Strategies	Implementation timescale following identified need	Lead	Success Criteria
Ongoing	Ensure all staff and governors have access to specific training on SEND disability/equality issues	Use staff audit to identify training needs and inform CPD coordinator	As soon as possible	Head/SENCO/HR/CPD Coordinator	Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective
Ongoing	Ensure all staff are aware of pupils with additional needs.	Passports and Plans to be shared with all staff	As soon as possible  As and when necessary	Head/SENCO	All staff aware of individual pupils access needs.  All staff are aware of individual care plans for pupils with specific allergies, medical needs

Planning Timeframe	Targets	Strategies	Implementation timescale following identified need	Lead	Success Criteria
Medium term	Ensure all staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff  Run individual training sessions on use of SEN resources as required	As and when necessary  As and when necessary	Head/SENCO/ ICT Team	Wider use of SEN resources in mainstream classes
Ongoing	Ensure access to computer technology appropriate for pupils with disabilities	ICT plan includes prioritised list for computer technology as required for pupils with disabilities	As required unless needs of pupils in school require immediate action	Head/SENCO/ ICT team	Access to appropriate computer technology will be improved for all disabled pupils
Ongoing  Medium term	Reflect identified areas of need in lesson planning and delivery  Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties.	Incorporate Quality First teaching into all planning	Ongoing	Head/SENCO	Improved access to curriculum for all pupils
Ongoing	Ensure all policies consider the implications of Disability access/SEND Code of Practice	Consider all policies in view of priorities	Ongoing	Head/Governors /Facilities Manager	Access to all aspects of school life for all students
Ongoing	Eliminate all discrimination and harassment of disabled pupils/stakeholders, pupils with SEND	Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed. New staff to be aware of plan through induction Introduce events such as Diversity Day and Yeargroup 'tolerance' assemblies	Ongoing	Head/SENCO	Incidents of discrimination and harassment are zero
Ongoing	Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/information sessions	Immediately as necessary	School Office/Reprogra phics/ICT team	The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information
Ongoing	Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disabled sports and ensure that no students are unable to participate in PE when reasonable adjustments can be made Enable disabled sports people to come into school	As required	Head of PE	All to have access to PE and able to excel

Planning Timeframe	Targets	Strategies	Implementation timescale following identified need	Lead	Success Criteria
Ongoing	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD to all areas of SEND Online learning modules if required Regular communication with Inclusive learning Team for advice	Ongoing and as required	SENCO/CPD coordinator	Raised staff confidence in strategies for differentiation and increased pupil participation
Medium term	Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	Employment of specialist support assistants with skills and expertise. Specialists are used to work with pupils or provided training for staff Regular updating of risk assessments	Ongoing	SENCO/Head	Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities. Specialised support and resources are used to meet the needs of children with a disability and special educational needs.
Medium term	Heighten awareness of mainstream staff in relation to strategies and procedures employed and advised by external agencies	Provide training on SEND for all staff	As required	SENCO/external agencies	Increased confidence of staff in supporting pupils with SLCD needs within mainstream
Medium term	Ensure all policies consider the implication of Disability access	Consider all policies in view of priorities	Ongoing	Governors and LT	Access to all aspects of school life for all pupils
Medium term	Monitor how well pupils with SEND are achieving academically and socially	Identify which pupils with disabilities are SEN and those who are not. Create Pupil Passports and Plans as appropriate. All new staff to be aware of Passports and Plans through induction/lesson observations/learning walks	Ongoing	SENCO	Systems in place monitoring academic and social progression and differentiation. Parents/carers are involved in process.
Ongoing	Ensure all children on SEND register have a Passport and/or Plan  Provision maps for all children on the SEN register	Provision Map is up to date and forms a key part of the planning and assessing process for all staff	Review every term	SENCO	Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children.
Ongoing	Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability week. Promote outside visits from disability groups e.g on Diversity day and for assemblies	Ongoing	All staff	Pupils are demonstrating that they understand and have a positive attitude towards disability

Planning Timeframe	Targets	Strategies	Implementation timescale following identified need	Lead	Success Criteria
Short term	Recruitment policy	Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally	Ongoing	HR	People who have disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome
Short term	All staff able to deal with emergencies	All staff able to act appropriately in emergencies impacting on pupils with disabilities. Nominated staff to be trained in use of specific medical equipment	Ongoing	All staff	All staff are showing confidence and competency in dealing with emergencies and unforeseen developments

### Improving Delivery of written information at Ilkley Grammar school

Planning Timeframe	Targets	Strategies	Implementation timescale following identified need	Lead	Success Criteria
Ongoing	Review information to parents/carers to ensure it is accessible	<p>Provide information and letters in clear print in "simple" English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by visually impaired</p>	<p>During induction</p> <p>Ongoing</p> <p>Ongoing</p>	<p>School Office</p> <p>School Office</p> <p>School Office/website design team</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p>
Ongoing	Improve the delivery of information in writing in an appropriate format. Visuals used as much as possible to support understanding for pupils with SEND	Provide suitable enlarged, clear print for pupils with visual impairment	As required	Staff	Excellent communication
Ongoing	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information/ dyslexia friendly font	Ongoing	SENCO	Staff produce their own information
Medium Term	Annual review information to be made available to all stakeholders as necessary.	Develop child friendly Passports and Plans	Ongoing	SENCO	Staff more aware of pupils preferred method of communication
Long term	Languages other than English to be visible in school	Some welcome signs to be multi-lingual	As demographic dictates	Site manager	Confidence of parents/Carers to access the child's education

Planning Timeframe	Targets	Strategies	Implementation timescale following identified need	Lead	Success Criteria
Medium term	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators (iPads), sign language interpreters to be considered and offered if possible.	As required	SENCO	Pupils and/or parents feel supported and included
Long term	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard for of printed information	Ensure website is fully compliant with requirement for access by persons with visual impairment.  Ensure Prospectus is available via the school website.	As required	Web site designer, School Office	All can access information about the school

**IGS is a welcoming school committed to accommodating all who wish to attend, visit, or have business with the school, regardless of disability. The above list is not exhaustive, and anyone with specific needs not covered by the above is encouraged to make contact with us to arrange a visit or discussion.**