Hulme Hall Grammar School

Accessibility Plan 2020-22

Policy Control	
Report	Accessibility Plan
Approval Body	Education Committee
Date Reviewed	November 2020
Review Schedule	Bi-Annual
Next Review Date	November 2022

Introduction

The Special Educational Needs and Disability Act (2001) requires schools to produce Accessibility Plans every three years. This duty has been replicated in the Equality Act 2010. This Accessibility Plan applies to the whole school for the period September 2020 to September 2022.

The Governing Body continues to focus on its three key duties towards disabled pupils:

- not to treat disabled pupils less favourably because of something arising in consequence of their disability
- to make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils.

This Plan sets out the strategies of the Governing Body of Hulme Hall Grammar School to:

- increase the extent to which disabled pupils (including those with learning difficulties) can participate in the School curriculum
- improve the physical environment of the School to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School
- improve the delivery for disabled pupils of information readily accessible to pupils who are not disabled.

The plan will also review ways to assist pupils with Special Educational Needs who would not be classified as disabled under the Equality Act. For such pupils the School has a responsibility to meet their special needs and, for those classified as disabled, a duty to prevent discrimination against them in their access to education.

The Purpose of the Plan

We strive to offer the highest quality of teaching and learning and support to all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum.

We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life. We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our aims and ethos state.

The school recognises the value of each pupil as an individual, and the importance of nurturing every aspect of their personality and potential – intellectual, creative, emotional, physical and spiritual. We encourage all pupils of all ages, backgrounds and religions at all times to discuss any issues or concerns with members of staff, working in partnership with parents to provide each individual with the support necessary to develop confidence and to flourish and thrive in a secure and supportive environment.

We promote high standards of good behaviour which require pupils to be considerate, polite, respectful and helpful towards each other. They learn to recognise the need to be responsible and reliable, to show loyalty appropriately and to support each other constructively.

We aim to:

- Provide an excellent and challenging academic education in a caring and supportive atmosphere
- Give opportunities for each pupil to develop not only intellectually but also creatively, spiritually and morally
- Create conditions in which initiative and independent thought and inquiry are welcomed and a lifelong enjoyment of learning is cultivated
- Foster high standards of behaviour and mature, responsible, considerate attitudes both in and out of school
- Encourage all pupils to participate in a wide range of extra-curricular activities which encourage personal and physical development and which inculcate a sense of self belief and esteem
- Provide opportunities for pupils to act as leaders in the school community and to work together with the wider community
- Ensure, as far as possible, that pupils are equipped to face the challenges and demands of life beyond school, becoming active and responsible citizens.

We have pupils with a range of the disabilities and difficulties including the following:

- Medical disabilities: Attention Deficit Hyperactivity Disorder (ADHD), hearing and visual impairment
- Development disabilities: Autism Spectrum Condition (ASC)
- Learning difficulties: Dyslexia, dyscalculia and dyspraxia.

All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's Equal Opportunities Policy for staff in the day-to-day management of the School. All staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

2020 – 2022 Accessibility Plan - Actions and Targets

The school's accessibility plan for 2020-2022 is a written action plan with targets which are resourced, implemented, reviewed and revised as necessary. We will regularly monitor the success of the plan and it will be reviewed annually by the Governing Body and the school's Senior Leadership Team.

1. Increasing the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Timescales	Responsibility	Success Criteria
• Monitor and review the agreed policy for identifying, assessing and supporting pupils with SEND.	• Evaluation and review of the policies.	Annually	Pastoral Team SENCO	• Policies reviewed annually • Success rate of pupils with SEN or disability • Statistics re value added indicate that SEND pupils making adequate progress compared to those who do not have SEND.
• Identify pupils who exhibit characteristics associated with disability or special educational needs.	• Screening for SEND of pupils entering the School and the use of further diagnostic testing if required using diagnostic tests. • Use of application form to identify such pupils.	Annually	SENCO Enrichment Head	• Staff confident to help SENCO / Pastoral staff to identify those with specific needs • Register of pupils with characteristics associated with SEND assessment reports and advice on individual support available • Staff and School fully aware and equipped to teach such pupils on entry.
• Ensure all teaching staff are aware of disabled pupils' curriculum access.	• Share information with all stakeholders involved with each child.	Ongoing	SENCO	• All teaching staff aware of individual's needs.
• All pupils to receive access arrangements entitlement in GCSE examinations and all other internal examinations.	• All pupils to be assessed regularly by the Enrichment Department. • All access arrangements to be fully used and supported in all public	Annual	SENCO Enrichment Head Specialist Assessor	• All pupils receive access arrangements entitlement.

	exams and where possible in internal exams.			
• Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups • To deploy Teaching Assistants effectively to support pupils' participation.	• Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs.	Ongoing	SENCO Enrichment Head	• All pupils are supported to achieve their full potential.
• Enable staff to increase their knowledge and understanding of needs of disabled pupils.	• Training of staff via INSET and departmental meetings.	Ongoing	SLT	• Staff confidence and flexibility in providing appropriate teaching and support for disabled pupils • Positive feedback from parents and pupils.
• All school visits and trips need to be accessible to all pupils.	• Ensure venues and means of transport are vetted for suitability • Develop guidance on making trips accessible.	Ongoing	SLT / SENCO	• All pupils able to access all school trips and take part in a range of activities.
• Raise staff awareness of SEND pupils and improve ease of access to information regarding pupils with specific needs.	• Dissemination of information at staff meetings as well as specific INSET training • Inform staff using the MIS /other system which summarises the needs of individual pupils • Collect all information regarding our provision for pupils with academic or emotional needs • Provide more general written advice with regard to classroom strategies and mental health.	Ongoing	Pastoral Staff	• Staff feeling comfortable in dealing with SEND pupils • Ease of access to information regarding SEND, including mental health to enhance awareness and effectiveness of support.

2. Improving the physical environment of the school to increase access to education by disabled pupils

Targets	Strategies	Timescales	Responsibility	Success Criteria
• Audit of ways in which disabled pupils may experience problems with the physical environment.	• Feedback from Pastoral Team on any areas which are a problem.	Ongoing	Pastoral Team Business Manager	• Increased access to facilities • Estates plan updated accordingly to address concerns.
• To ensure driveway, roads, paths around school are as safe as possible.	• Regular communication with parents regarding safety around the outside of the school site.	Annual	Site Manager Asst Heads	• No accidents.
• Ensure all disable people can be safely evacuated.	• Ensure personal emergency evacuation plan for disabled pupils • Ensure all staff are aware of their responsibilities in evacuation.	Ongoing Ongoing	SENCO Business Manager Asst Head	• All disabled pupils and staff working with them are safe in event of fire • Constant supervision for disabled pupils who need help in evacuation.
• Ensure adjustments are in place for all pupils with specific needs.	• Ongoing review of all pupils needs to put in place adequate learning environments.	Annual	SENCO Pastoral Team	• Improved provision for individual pupils as appropriate.
• Improve accessibility by removing minor obstacles.	• Ensure handrails, ramps etc. are installed where necessary and ensure provision in the repair / maintenance budget • School classes (upstairs) would be made accessible by moving classes if necessary. If pupils needed access to upper rooms not serviced by a lift, changes would be arranged.	Annual	SLT Site Manager	• Access to curriculum through adjustments to the timetable if physical access to rooms is not possible.
• Ensure all new developments and refurbishments allow for disabled access.	• Detailed consultation with architects and designers.	Ongoing	Headmaster Business Manager Governors	• Improved access to all buildings.

3. Improving the delivery of information to disabled pupils

Targets	Strategies	Timescales	Responsibility	Success Criteria
• Ensure availability of written material in alternative formats. • Ensuring pupils have access to printed material where they are less able to take their own notes. • Encourage pupils to use laptops in lessons if their written work is a barrier to their achievement.	• Research sources of alternative formats including costs. • Teachers to be aware of all recommendations on pupil summaries. • Pupils identified who would benefit from using a laptop via testing and through teacher recommendation.	Ongoing	SENCO Enrichment Head	• Delivery of information to disabled pupils is improved. • Fewer instances of pupils reminding staff of their needs. • Laptops improve pupils work.
• Improve the storage of electronic information to provide better access to pupils and staff.	• Creation of shared drives on a secure server where all staff and pupils can access the relevant information.	2020/21	SENCO IT Manager	• Information is stored securely and available when required.
• Provide information in a range of formats, including website access.	• Information to be shared can be found on website and in a range of formats	Ongoing	SLT IT Manager	• Information available in a range of formats.
• Ensure that parents/ carers who have a disability can receive information and reports by an alternative method.	• All parents / carers have appropriate access to the information the school shares • Specific arrangements made to meet identified needs.	Ongoing	SLT IT Manager	• Views of parents/ carers on preferred method of communication are recorded • Information is made available in a suitable format in a reasonable time.
• Create an accurate database of pupils, staff and parents / carers with identified disabilities.	• Up to date database / register of needs within school.	Ongoing	SENCO	• Database / register of needs is in place.