



Outstanding for All - Borlase and Beyond

## **Accessibility Plan 2018/20**

Date Last Reviewed: September 2018

Next Review Date: April 2020

For Review by: SLT

## Introduction

Sir William Borlase's Grammar School is committed to providing an environment that enables full curriculum access to all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to continued positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The SWBGS Accessibility Plan is linked to linked to guidance issued by the Local Authority and is also available at [https://schoolsweb.buckscc.gov.uk/schools/documents/governors/access\\_guideliens.pdf](https://schoolsweb.buckscc.gov.uk/schools/documents/governors/access_guideliens.pdf)

It is also linked to the school's annual Health and Safety Audit, conducted in June/July each year.

This 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.

### **Aim:**

This plan sets out the proposals of Sir William Borlase's Grammar School to maintain and increase access to education for disabled students in the three areas required by the planning duties in the Equality Act 2010:

1. increasing the extent to which disabled students can participate in the school curriculum
2. improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
3. improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
4. Improving knowledge and understanding among other staff and pupils.

Sir William Borlase's Grammar School also recognises its responsibilities towards disabled staff and parents/carers 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.

## **Scope:**

Within the terms of the Equality Act 2010, the term ‘disability’ is defined thus: “a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities”. 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 Sir William Borlase’s Grammar School includes students with both physical and mental impairments. 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.

## **Strategy:**

Sir William Borlase’s Grammar School aims over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. 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 extracurricular activities

Planning out of school activities including all school trips 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.

**Planning Duty 1:** Increasing the extent to which disabled students can participate in the school curriculum.

Sir William Borlase’s Grammar School provides a broad and balanced curriculum for all of its pupils. At the present time all students access every aspect of this curriculum, whatever their disabilities. In order to improve access, over the past few years we have worked in collaboration with the Local Authority in order to improve access for those with mobility difficulties, through

Installation of disability lifts in key areas of the school

Installation of ramps and the removal of physical barriers.

In 2009 the school undertook an audit of the site in order to prepare access for a pupil with mobility difficulties. This audit was undertaken in collaboration with the prospective pupil, her mother, her current support staff from her primary school, the specialist teaching services and the school's own SEN staff. All identified issues were addressed as part of preparations for her entry into the school. Every year as part of the Year 8 PHSE programme, students and staff conduct a Disability Access Assessment of the School's buildings and facilities. We have had one intermittent wheelchair user in KS5 and there are also several students with hearing impairments. All of these students fully access the curriculum and extra curricular activities, as desired. Key areas for future improvements include:

On-going Strategy

Continually auditing adjustments being made to the curriculum to accommodate disabled students eg timetabling and in-class support.

Provide training for all staff on differentiation of the curriculum:

Provide INSET to all staff from specialist teachers to ensure all students they teach are able to access the lesson content.

Ensure equal access for disabled students to school clubs, school visits and extra-curricular activities: Risk assessments and planning of trips to include accessibility references.

**Planning Duty 2:** improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

The school has made a committed effort to improve the physical environment for disability access with lifts installed across the school. Most recently, in 2017, a new Sixth Form Centre was opened attached to the old Hall Block, providing a large ground floor accessible catering area and lifts up to the upper floors of H Block. Several areas of the school are still identified as presenting potential access problems all of which will require collaboration with the Local Authority as part of their ongoing improvements to school sites. Priority areas include:

a. The Chapel.

b. The first floor area of the Sports Hall (PE offices and a fitness suite) The School is currently in the process of submitting Planning Permission for a new Sports Hall working in conjunction with a range of Disability Sports Providers, including Sports Able and Horizon Sports to ensure compatibility for disabled users.

c. Access to the Dance Studios needs improvement; there is Lift Access via the LRC but two small steps to negotiate up to studio.

In addition the school has identified a key area for improvement to be the removal of "trip hazards" around the school site, mostly relating to lack of bag storage in corridors and other public areas. New bag racks were constructed in 2017 which have partially addressed this. The school plans a review of whether to install further racks or move to having more lockers available. Review planned for 2018.

Storage issues in and around the Theatre needs addressing to ensure clear access at all times.

**Planning Duty 3:** The duty to improve the delivery of information to disabled pupils. The school currently fully complies with this duty. We share information and curriculum resources via our google based system, making all learning resources and information available to students and parents electronically as needed. We are able to provide audio feedback on curriculum online as needed..

**Planning Duty 4:** Improving knowledge and understanding among other staff and pupils.

The school is committed to ensuring this delivered annually to Year 8 students as a key module of their PSCE programme. They have a collapsed day off timetable, of workshops and across the module undertake an assessment of the site. They are also working with Holyport Special School to raise understanding and awareness. There is a range of presentations in assemblies for staff and students from Charity groups improving knowledge and understanding; the school supports a range of charities which are chosen by the student body and cover both local and national foci.

### **Evaluation of the plan**

The following “success” measures have been considered:

Satisfaction of disabled pupils and their parents:

Students fully accesses the curriculum, including dance and PE.

When needed we were able to provide physiotherapy in a designated space for a student. Evidence of involvement of disabled pupils in the full life of the school.

Those with relatively minor hearing impairment also gain full access to the school life. For example, full participation by pupils with hearing impairments, in the school’s music and dance programmes.

Staff confidence in teaching and supporting disabled pupils: Over the past year staff confidence in dealing with mobility disability issues has grown very markedly.

Progressive improvements to the physical environment of the school including the new Sixth Form Centre and construction of further Bag racks

Improved signage round the site, in part linked to improved access for those with minor visual impairment.

This plan and the linked audit, will be reviewed every 3 years by the Buildings Committee of the Governors.

See Plan below.

# Sir William Borlase's Grammar School

<p><b>The Curriculum</b></p>	<p>Sir William Borlase's Grammar School will aim to make reasonable adjustments in order to enable disabled students access to the full range of educational opportunities and extracurricular activities provided. The needs of a student will be assessed on an individual basis.</p>		<p>Action taken in response to individual needs.</p>
<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all.</p>	<p>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</p> <p>Ensure all classrooms and resources are organised in accordance with pupil need.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</p> <p>Seek issues and feedback from pupils e.g. "Review PE and Staying Healthy Curriculum.</p>	<p>Ongoing via CPD</p> <p>Ongoing</p> <p>Ongoing via CPD</p>	<p>All Staff</p> <p>Action taken in response to individual needs.(Business Manager and teachers)</p> <p>Assistant Head (Student Council), teachers.</p>
<p><b>Access to wider curriculum</b></p>	<p>Ensure there are school activities accessible to all students.</p> <p>Continue hosting an area event for partner schools e.g. Dance show and</p>		<p>Business manager to identify contingency budget for cover for extra curricular activities if needed.</p> <p>Adjust risk assessments for trips and extra curricular activities as needed.</p> <p>Annual Year 8 Event.</p>

	forthcoming Holyport work to raise Disability Awareness.		
<p><b>Premises</b></p> <p>Review site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>Review personal evacuation plans.</li> </ul>	April 2018	Business Manager, SENDCo
<p><b>Attitudes</b></p> <p>Promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>Review PSCE Curriculum</li> <li>Review Assembly Programme: widen focus of Different/Same theme and include SMSC info</li> <li>Involve local disability groups in assemblies and visits to school</li> </ul>	July 2018	<p>Assistant Head - Pastoral/PSCE Assistant Head Tutor System/ Head/ HOKs</p> <p>HOKs, Deputy Head Teacher</p>
<p><b>Communication</b></p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> <li>Large print and audio formats etc as required.</li> <li>Monitor uptake of documents in alternative formats</li> <li>Review accessibility of newsletter and letters for parents.</li> <li>Homework information available as information sheets in alternative formats as appropriate.</li> </ul>	Annual	Adjustments made in accordance with individual needs. SEDNCo