

Accessiblity Plan

Introduction

This plan sets out how William Hulme's Grammar School will work to promote disability equality. We will seek to ensure that as far as possible there are no barriers to students, parents, staff or visitors accessing the curriculum, the premises or information about school activities. The school has a duty to ensure that disabled students can fully participate in the school curriculum. The physical environment should, as far as possible, support and increase the extent to which disabled students can take advantage of all school services.

This plan addresses our specific duties under the Equality Act 2010 which specifies that disability is a protected characteristic. There is a duty for schools to make reasonable adjustments in favour of disabled people. The duty is anticipatory and continuing to reflect the policy of the EA, which is 'to provide access to a service as close as it is reasonably possible to get to the standard normally offered to the public at large'.

The plan should be read in conjunction with the school's **Special Educational Needs and Inclusion Policy** and the school's **Equal Opportunities Policy**.

There are three elements to the reasonable adjustment duty:

- A requirement to take such steps as is reasonable to avoid provisions, criteria or practices that put a disabled person at a substantial disadvantage, ie not to discriminate against disabled people in admissions, exclusions, provision of education and other services.
- A requirement to take such steps as is reasonable to avoid physical features which put a disabled person at a substantial disadvantage, ie not to treat disabled people less favourably.
- A requirement to take such steps as is reasonable to provide auxiliary aids or services without which a disabled person would be at a substantial disadvantage in comparison with persons who are not disabled, ie to take reasonable steps to avoid putting disabled people at a substantial disadvantage.

The duty does not require schools to make reasonable adjustments to avoid disadvantageous physical features as this is covered by the planning duties. (Schedule 10 of the Equality Act 2010).

DDA Definition of Disability

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the Equality Act as being disabled. The definition of a disabled person is someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'

Definition of the terms:

- 'physical impairment' includes sensory impairments
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than minor or trivial'
- 'long-term' is defined as 12 months or more

Mental and Physical Impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

Normal Day-to-Day Activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Special Educational Needs (Additional Needs) and Disability

Though the definition of disability comes from the EA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them, in order to be able to access the education which is available locally.

Involvement of Disabled People and Their Carers

The school works collaboratively with people who have a disability, and other people who have experience of disability, eg parents of students with a disability, to formulate an action plan in meeting our General Equality duty towards disabled people. The school recognises and values parents' knowledge of their child's

disability and its effect on his/her ability to carry out normal activities. Disability data, including hidden disability, is actively sought from the parents/carers of students. Staff, governors and parents will also be invited to disclose a disability. Disability data will be held confidentially. We aim to generate interest via newsletters, the School Council, the website, personal contact and consultation to contribute to formulation of an action plan and future planning. This process will form part of our Equality Objectives.

WHGS Accessibility Action Plan

Access to the Curriculum

Objectives	Current Good Practice	Action	Persons Responsible	Timescale
Ensure students with disabilities can fully access the curriculum.	Recruitment and flexible use of support staff, including LSAs and Learning Mentors.	Monitor and evaluate the effectiveness of support staff deployment.	SENDCO, SLT, Classroom Teachers	Ongoing
Provide training to staff to meet the needs of students with disabilities.	Staff trained to meet diverse needs of students.	Regularly update training programmes for staff.	SENDCO, SLT	Ongoing
Deliver lessons that are inclusive, differentiated, and accessible to all students.	Lessons adapted and accessible to all students.	Conduct reviews of lesson planning to ensure adaptations are consistently applied.	Heads of Department, Classroom Teachers, Heads of RWM and EYFS	Ongoing
Ensure students requiring additional support have access to effective intervention programmes.	Intervention programmes in place for additional support.	Evaluate the impact of intervention programmes annually and refine as necessary.	SENDCO, Literacy Co-Ordinator (Secondary), Assistant Principal Teaching and Learning (Secondary)	Ongoing
Ensure classrooms are suitably adapted.	Classroom layouts and resources are adjusted to meet accessibility needs, eg seating plans, visual aids, and sensory supports.	Conduct regular checks on classroom arrangements to ensure they are meeting student needs.	SENDCO, SLT, Facilities Team	Ongoing
Create learning environments that support students with disabilities, including the use of technology.	Classrooms suitably adapted and ICT provided to enhance learning opportunities.	Audit classroom accessibility and ICT usage annually.	Facilities Team, Digital Strategy Lead, IT Department	Ongoing

Objectives	Current Good Practice	Action	Persons Responsible	Timescale
Foster inclusivity in extra-curricular activities and school trips for students with disabilities.	Students on learning support/disability register included in extra-curricular activities with necessary support.	Monitor participation rates and gather feedback from students to ensure inclusivity.	Heads of Year, Director of Enrichment, SENDCO Class Teachers (Primary)	Ongoing
Strengthen partnerships with external agencies to enhance support for students with disabilities.	External agencies and health professionals support access to the curriculum.	Review partnerships with external agencies and expand as necessary.	SENDCO, Safeguarding Team	Ongoing
Promote student voice and peer support to enhance inclusivity.	Peer support mechanisms and student voice initiatives, such as School Council.	Continue to seek feedback and implement suggestions to improve inclusion efforts.	Pastoral Team, School Council	Ongoing

Physical Access

Objectives	Current Good Practice	Action	Persons Responsible	Timescale
Ensure students with disabilities can fully access the curriculum.	Most areas of the site accessible by wheelchair, with lifts, ramps, and disabled/accessible toilets provided where possible.	Monitor physical access and identify further areas for improvement through regular site audits. The Sixth Form Centre, being the oldest Victorian building, means there is no disabled access to the classrooms in the basement of this building. The first floor of the Zochonis building, to which there is no lift has also been identified as an area to improve.	Principal, Facilities Team, Governors	Ongoing
Provide suitable parking and ensure safe and clear access for individuals with disabilities.	Disabled parking spaces provided.	Review the adequacy of parking arrangements annually and ensure signage is clear.	Facilities Team	Ongoing
Maintain effective lighting to enhance accessibility for all users.	Adequate lighting in classrooms, corridors, and stairs.	Conduct regular maintenance checks to ensure lighting is effective.	Facilities Team	Ongoing

Objectives	Current Good Practice	Action	Persons Responsible	Timescale
Develop and maintain emergency procedures tailored for individuals with disabilities.	Personal Emergency Evacuation Plans (PEEPs) developed and reviewed for individuals as required.	Review PEEPs annually and conduct evacuation drills tailored for individuals with disabilities.	H&S Coordinator, Facilities Team	Ongoing
Ensure risks associated with physical or sensory needs are assessed and addressed.	Risk assessments for students with physical/sensory needs conducted annually.	Update risk assessments as needs evolve and ensure staff are informed of changes.	H&S Coordinator, SENDCO, Facilities Team	Ongoing

Communications

Objectives	Current Good Practice	Action	Persons Responsible	Timescale
Ensure that all communications are accessible to students, parents, and visitors with disabilities.	Information is provided in alternative formats upon request (eg Braille, large print).	Regularly review local services available for alternative formats and ensure contact details are accessible.	Communications Officer, Office Manager, SENDCO	Ongoing
Support parents/carers with language or literacy difficulties to access key information.	Translators available for statutory assessments, admissions, and key meetings.	Evaluate translator services usage and establish partnerships with additional providers if needed.	Pastoral Team, Admin Staff	Ongoing
Facilitate accommodations for students requiring support during examinations.	Reading and scribing support for external examinations.	Ensure all necessary arrangements are made in compliance with exam board requirements.	Exams Officer, Assistant SENDCO, SENDCO	Ongoing
Provide tailored communication support to parents/carers as requested.	Support provided for parents/carers with literacy difficulties upon request.	Gather feedback to identify any additional needs for support during key school interactions.	Pastoral Team, Admin Staff	Ongoing

Monitoring and Review

This accessibility plan will be reviewed regularly by the Senior Leadership Team and the Governing Body to ensure continuous improvement and adherence to the Equality Act 2010. Annual updates will be provided to stakeholders, and input will be actively sought from students, parents, staff, and visitors to refine and enhance the plan's effectiveness.

Financial Planning and Control

The principal and governors, together with the Buildings and Planning and Finance Committees will review the financial implications of the Accessibility Plan as part of the normal budget review process.

Designated Lead Person/s Governor (if applicable)	Chris Inckle, Executive Business Manager, Cath Krondiras, Director of Health and Safety
Reviewed	Every 2 years
Date of last review and by whom	December 2024 (Leigh Dalton)
Governor	
Ratification by Local Governing Body (if applicable)	
Next Review	December 2026

