

Accessibility Plan



William Hulme's Grammar School
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1. 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 i.e. 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).

2. 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'; and
- '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.

3. 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.

4. Access to the Curriculum

The school will seek to ensure that students who have disabilities can access the curriculum by:

- recruitment and flexible use of support staff, eg Specialist LSAs, LSAs, Learning Mentors
- staff trained to meet the needs of the students
- lessons are adapted, differentiated and accessible to all students
- intervention programmes in place for students who require additional support

- classrooms are suitably adapted
- provision of ICT to enhance learning opportunities
- students on the learning support and disability register are included in extra-curricular activities with support as necessary
- students access off-site visits with support and/or adaptation as necessary
- students encouraged to take part in all lessons including drama and PE
- overcoming potential barriers to learning for individuals and groups of students
- liaison with external agencies, specialist teachers, health professionals to support and enhance access to the curriculum
- school promotes peer support mechanism and ensures students have a voice in decisions which affect them, eg School Council

5. Physical Access

Most areas of the campus are accessible by wheelchair. The major exception is the Sixth Form Centre, where there is limited lift/stair-lift access to the Flexible Learning Space, and no disabled access to the two upper floors. There are stairs to reach nearly all parts of the Sixth Form Centre, this being the oldest Victorian building. There is no disabled access to the classrooms in the basement of this building. The other exception is the first floor of the Zochonis building, to which there is no lift.

For students, staff and visitors with physical or sensory difficulties, the school will seek to ensure that the school is made accessible by:

- installing lifts where possible
- providing disabled toilets
- providing ramps where possible
- providing disabled parking spaces
- providing adequate lighting on stairs, corridors and in classrooms
- the physical environment of the school will be monitored by the Finance, Premises and HR Committee to ensure all reasonable adjustments are implemented
- planning and undertaking future improvements and refurbishments of the site to improve access, lighting and more accessible fixtures and fittings

The school will seek to ensure that safety is maintained by:

- Providing appropriate emergency and evacuation procedures for visitors, staff and students with physical disabilities. Copies of any completed PEEPs (Personal Emergency Evacuation Plans) will be kept in reception and shared with the Facilities Team in case of an emergency.
- Carrying out Risk Assessments by specialist teachers/third party advisers when students with physical/sensory needs join the school and then at least annually.

6. Communications

The school will seek to ensure that communications are clear and appropriate in terms of language to ensure accessibility. The school will make itself aware of local services for providing information in alternative formats when required or requested.

The school provides reading and scribing help with external examinations where this is deemed necessary, and provides laptops for students who need this facility for exams.

Translators can be arranged to provide essential information, eg regarding statutory assessment, admissions, child protection issues and information/parents' evenings or meetings. Parents/carers who have literacy difficulties can access information on request through assistance from members of staff.

7. 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.

Policy Information and Review

Designated Lead Person/s	Sian Turner, Executive Business Manager Cath Krondiras, H&S Co-ordinator
Reviewed	Every 2 years
Date of last review and by whom	June 2023 by S Turner and C Krondiras
Nominated Governor (if applicable)	N/A
Ratification by Local Governing Body (if applicable)	
Next Review Date	June 2025

