

# Accessibility plan

Sutton Grammar School



Approved by:

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Sutton Grammar School is a caring community of students and staff. We all agree to:

1. Maintain the highest standards of courtesy and behaviour,
2. Make our best effort to achieve excellence in all of our work,
3. Be proud of our school community and show it,
4. Take responsibility for our own conduct and encourage others to do the same,
5. Treat others as we would want to be treated, with respect,
6. Listen carefully; allow teachers to teach and everyone to learn.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents staff and Trustees.

### 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Grade reports are published in the Autumn and Spring term and the annual report is published in the Summer term. Parents are invited to meet teachers three times a year, when further updates on progress can be shared and discussed.</p> <p>The curriculum is differentiated to support students with special educational needs and a lighter programme with fewer GCSE subjects/GCE subjects is employed in exceptional circumstances.</p> <p>Additional adults may be used to help groups or individuals in group tasks and with private study. When such support is employed, it is to facilitate inclusion and promote independence. Pupils may be provided with</p>	<p>Additional support for organisation, revision and completion of work. This is both in small group interventions and in individual sessions.</p> <p>Long term objective</p> <p>To increase the achievement outcomes of sixth form students on our SEN register</p> <p>Short to medium term</p> <p>To use data produced by teachers (e.g. grade report) to identify students on our SEN register who are underachieving at key points e.g. KS4, KS5</p>	Families of pupils with special educational needs and disabilities currently at our school will continue to be invited to participate in each review of the Individual Provision Map (IPM), at which time further differentiation, learning strategies and provision will be discussed and agreed. An IPM review occurs once each term for each pupil on our SEN register.	LSA team	Ongoing	Students' performance is on or above their target grade in their subjects.

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Improve and maintain access to the physical environment	<p>Explain your school's approach here.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Long term objective</p> <p>All adaptations to the school are looked at with this in mind.</p> <p>Medium term</p> <p>The main building is not accessible above ground floor. We are looking at solutions.</p>	<p>To be incorporated in all development plans.</p> <p>DFO to commission feasibility study and plan an accessibility committee to look at the options.</p>	<p>Headmaster/DFO</p> <p>DFO</p>	<p>Ongoing</p> <p>Summer 2023</p> <p>Delayed due to building issues</p>	<p>All plans will demonstrate accessibility</p> <p>School can make a CIF bid to get an appropriate solution installed</p>

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Pictorial or symbolic representations, for example a picture accompanies the sign for the compass room.</li> <li>• Yellow lines – enhanced marking of edges and drops to maintain health and safety for pupils with vision impairments</li> </ul>	<p>Short term</p> <p>Greater accessibility on Open Evenings to the Learning Support department.</p> <p>Long term</p> <p>To print school policies e.g. the Sutton Grammar School Behaviour, Rewards and Sanctions policy in a larger font and place in the Form Rooms of the pupils who have visual impairments.</p> <p>Produce a visual timetable for pupils who require it e.g those who have ASD</p>	LS department to produce and display school policies e.g. the Sutton Grammar School Behaviour, Rewards and Sanctions policy in a larger font and place in the Form Rooms of the pupils who have visual impairments.	LS department	Ongoing	All plans will demonstrate accessibility

## 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

List any other related policies and procedures that the school has here.

Sutton Grammar School Local Offer 2022-23

SEN Information Report 2022-23

Sutton Grammar School Legislative Acts taken into account when compiling this report include: SEN Code of Practice 2014 Equality Act 2010 Teacher Standards 2012