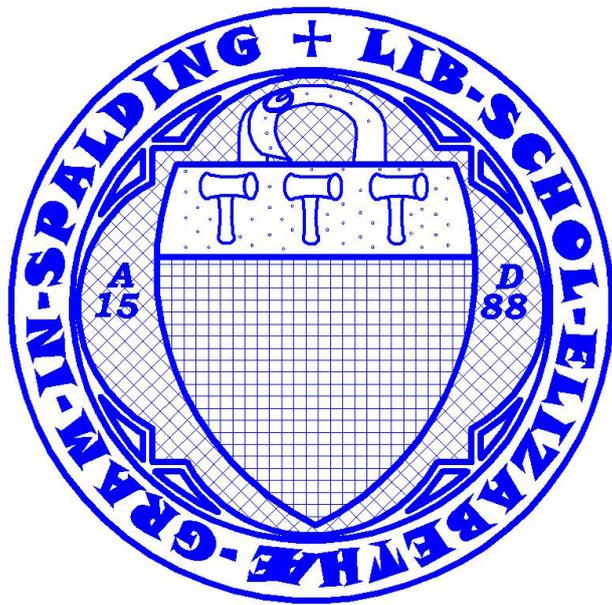


Spalding Grammar School



Accessibility Plan

Author:	AGB
Ratified by:	Headmaster
Review Cycle:	Three years (mandated)
Next Review Date:	July 2025

1. Purpose

This Accessibility Plan is designed to ensure that Spalding Grammar School complies with equality and disability legislation and best practice. The School is committed to providing an environment which respects and values all students, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the School's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the School took account of its public sector equality duty set out in the Equality Act 2010.

This plan is made available on the School's website and is also available in large print or other accessible formats if required.

2. Duties on the School

- Not discriminate against students and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that students and adults with a disability are not put at a disadvantage in comparison to students who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the School every three years and it must be published in an easily accessible location such as the School's website.

2.1 Reasonable adjustment duty

The School is committed to making reasonable adjustments* to allow students and adults with disabilities to access the educational provision and related services at the School.

We plan, over time, to increase progressively the accessibility of the School to students with disabilities (the planning duty).

2.2 Planning duty

There are three strands to the planning duty:

- increasing physical access
- increasing access to the curriculum
- increasing access to written information

2.3 Increasing physical access

Improving the physical environment of the School for the purpose of increasing the extent to which students with disabilities are able to take advantage of education and associated services provided or offered; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

**The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the School in order to meet the needs of students with a disability.*

2.4 Increasing access to the curriculum

Increasing the extent to which students with disabilities can participate in the School's curriculum, for example: staff information and training, classroom organisation, rooming, timetabling.

2.5 Increasing access to written information

Improving the delivery to students with disabilities of information which is already provided in writing to students without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

3. Communication with parents

In order to best meet the needs of a student with a disability, the School requires full information. Parents are expected to work with the School and provide full information about any disabilities, special educational need or other relevant information to the School, before and after the student has started at the School.

4. Accessibility Audit

An accessibility audit relating to the above three planning duty areas has been completed prior to completing the Accessibility Plan.

5. Accessibility Plans

In the Appendix is an action plan relating to the above three planning duty areas, which we have completed after the Accessibility audit was completed. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The School is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents.

6. Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the School's Complaints Procedure.

7. Review

During the period to which this plan relates, the School will keep the plan under review and will make revisions and updates as necessary.

Appendix: Accessibility Plan template

Short term	
Targets	To ensure that the site is fully inclusive to make it accessible to all learners throughout the school environment, in classrooms and in assessments to enable all students to make progress
Strategies	<p>Ensure staff are aware of individual student needs and to ensure this information is regularly updated (SEN Register).</p> <p>CPD on differentiation is offered through the teaching and learning provision.</p> <p>Targeted SEND CPD is on offer throughout the year to raise awareness of strategies to support individual students needs. This include exam access arrangements.</p> <p>Assistive technology is fit for purpose and used by eligible students.</p> <p>Accessibility to specialist learning rooms via lift.</p> <p>Include SEND in whole school QA</p>
Outcome	<p>Staff have access to information to enable to support student progress</p> <p>Access Arrangements are in place and we can show eligible students make use of these</p> <p>All students have access to specialist teaching accommodation</p>
Timeframe	
Goals achieved	Student needs are met

Medium term	
Targets	Ensure internal decoration of school benefits students and adults with visual impairments.
Strategies	<p>Seek advice from LA Sensory Impaired Support Service on appropriate colour schemes and blinds and follow this when refurbishing.</p> <p>Signage in any new build or refurbishment meets the guidance given by the LA Sensory Support team.</p>
Outcome	All classrooms are made more accessible to visually impaired children.
Timeframe	
Goals achieved	Physical accessibility of school increases