



ACCESSIBILITY POLICY & PLAN

1 September 2016 to 31 August 2018

Graham School recognises that many of our students, staff and visitors have individual needs when using the school site and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific challenges related to accessing education and the environment. As part of our on-going commitment to the delivery of an inclusive education we will endeavour to ensure that disabled students receive the same standards of education as their non-disabled peers.

Definition of Disability (Equality Act (2010)): A person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

This plan considers provision for disabled students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014), Children and Families Act (2014) operates alongside our SEND Policy and is consistent with its terms and principals and approaches to resourcing.

This plan extends our duties under the SEN and Disability Act (2001) and the Disability Discrimination Act - Part 4 (2005) including:

- Promoting the equality of opportunity between disabled people and others
- Eliminating discriminations and harassment related to disability
- Promotion of positive attitudes towards disabled people
- Encouraging participation by disabled people in public life

Graham School will therefore:

- Communicate to all staff that our policy for the provision of educational services ensures the inclusion of disabled people. Such communications will address the legal obligation of individuals and the organisation as a whole.
- Provide appropriate disability awareness training for staff which will explain the implications and obligations of inclusion for all staff.
- Promote the adoption of disability awareness and inclusion by our external agencies and partners, where appropriate.
- Address acts of disability discrimination via existing conduct codes and policies where appropriate.

To ensure the above Graham School will:

- Consult with disabled students, their parents/guardians, staff and external agencies – e.g. on access to equipment.
- Make sure admission information is accurate and appropriate.
- Regularly review whether its education and other services available are accessible and effective.
- Make reasonable adjustments to ensure maximum access to facilities and equipment
- Where practicably possible and within budget constraints, improve access for disabled students.
- Provide opportunities for students and parents/guardians and external agencies to make improvement suggestions, request assistance and/or raise concerns.
- Monitor the implementation and effectiveness of this policy on a regular basis and review as necessary.

AIM

Graham School strives to ensure that all students have the opportunity to develop themselves academically, personally and socially and achieve their best possible outcomes. To fulfil this aim we will endeavour to increase and improve the extent to which students with disabilities can access and participate in the school curriculum and the physical environment of the school.

Curriculum

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Graham School SEN Information Report (Local Offer) December 2016 can be found at:

<http://www.grahamschool.co.uk/media/3245/graham-school-sen-information-report-december-2016.pdf>

Physical Environment

Graham School is set across two sites Lower Site which accommodates Years 7 & 8 and Upper Site which accommodates Years 9, 10 & 11. The sites have separate front entrances located on different roads, however they are linked by a path between the two sites. The path is securely fenced (and gated at the point where it meets a right of way) and is fully accessible as although it leads to the playing fields at the back of the Lower site there is a path of all-weather grass around the field and towards the entrance to the Science classrooms on the ground floor.

Both sites have a number of separate buildings which are linked by wide paths.

The Upper Site is accessible for wheelchair users in most areas apart from the top floor of the Art Block, upper mezzanine and lower ground floor of the Technology block, main PE changing rooms, Turnaround (Temporary Classroom Unit –TCU) and R3 (also TCU) Dropped kerbs and ramps are in place at the school entrance and into the main hall. Access to the main building is via the ramp to Science. A lift provides access to the first and top floor of the main building and all classrooms are accessible via linked classrooms. The Maths block also has a lift ensuring the top floor is fully accessible. A further external ramp from Science allows access to playground, fields and classroom units R1 and R2. The Table Tennis Centre provides accessible changing room and toilets and there is also a full hygiene room on site with full facilities and a hoist. The medical room is also accessible and can be used for changing facilities and for showering etc. Access to the canteen is available via the main hall or to the table area via the piazza. The gym and all external courts are fully accessible via use of different routes around the site. Although all lifts and areas are well maintained, students with mobility problems are assisted between destinations to ensure they arrive at their classes on time and with all their equipment available.

The Lower Site is accessible on the ground floor, block 2, technology block and ground floor of block 3. External doors from both sites of the reception area have push button controls for automatic opening. The main corridor can be accessed from the reception area via an external ramp or stair lift, however there is no lift from the ground floor to the first or upper floor of the main building. A ramp links the ground floor to the external quad area. From the quad area Block 2, Technology block and the lower level of Block 3 (Food Technology, Art and D&T) are all accessible. The sports hall is accessible with changing room and disabled toilet/shower on the ground floor. The Student foyer, main hall and

dining room area all accessible from the reception area. The gym, changing rooms and toilets are accessible via a separate lower entrance.

Evacuation chairs and wrap mats are available at both sites and relevant staff (15) have received full training in the use of these items. Personal Emergency Evacuation Plans are completed by Pastoral Support Officers for any students with mobility impairments in their year group and communicated with teaching staff to ensure all students are safely evacuated should this be necessary.

New security gates around both sites have been installed to allow width for disabled access. The main entrance gates have been sited to ensure that existing dropped kerbs have been utilised and where this was not available (sports hall gate at lower site) a small ramp was installed to provide access to the path from the disabled/visitor car parking spaces.

The school website has also been set up so that it can be accessible for those that are visually impaired and IT requirements are adjusted for students on an individual basis

Accessibility Plan 2016 – 2019

Increasing the extent to which disabled students can participate in the school curriculum

Targets	Strategies	Outcomes	Staff Lead	Success Criteria
Ensure awareness of disabled students needs at Induction Days and prior to entry	Awareness of the Admissions Team to potential issue with access to school areas	If needed, tours for parents or children with mobility problems are arranged either on a separate day or with a special tour guide. Designated parking spaces	Admission Lead SENCO	Smooth transition
Ensure that the Admissions process allows all potential candidates to be fairly reviewed	Ensure SENCO is consulted regarding all potential students with a disability to assess any reasonable adjustment required	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability	Admission Lead	Students requiring extra time and special arrangements are applying to the school
Enable staff to increase their knowledge and understanding of needs of disabled students should they be admitted to the school	Training of staff	Staff confidence in providing appropriate teaching and support for disabled students	NYCC SENCO Directors of Progress	Success of disabled students in examination
Maintain commitment to a well-trained and qualified Learning Support Team to support all students	Maintain budgets and training of specialist staff	Staff have a qualified team to consult and to help to deliver education to disabled students	SENCO AHT	Success of students
Ensure that disabled students needs are met through strategic timetabling to enable easiest route from lesson to lesson	Reasonable adjustments to timetables to suit individual needs when additional needs arise	Pastoral staff fully aware of individual needs and best access within the school building and within the curriculum	Admission Lead Director of Progress Director of Learning SENCO	Accessible rooms within the timetable

Ensure appropriate access for students/parents/carers during all parents evenings and other school events	Protocols in place on both sites for such instances	All stakeholders with disability can access school events	SLT Pastoral Staff	Reasonable adjustments are accepted by all stakeholders who have a disability.
Ensure reasonable adjustments are made so that all learners are catered for in all lessons and all curriculum areas	Reasonable adjustments are made to remove barriers to learning	See SEN Information Report Or can be found at www.grahamschool.co.uk > SEND > SEN Information Report	SENCO AHT	See SEN Information Report Or can be found at www.grahamschool.co.uk > SEND > SEN Information Report

Improving the physical environment of the school to increase access for students and visitors

Targets	Strategies	Outcomes	Staff Lead	Success Criteria
Ensure new build teaching block scheduled for 1/9/18 considers provision for disabled students, staff and visitors as stated in the Equality Act (2010), SEND Code of Practice 0-25 years (2014) and the Children & Families Act (2014)	Ground floor has key accessible facilities such as toilets, office, lockers. Classrooms used as general and use timetabled to ensure disabled students can access lessons with their peers	All stakeholders with a disability can access and utilise the new block	Business Manager (working with LA Strategic Planning Officer)	Reasonable adjustments are accepted by all stakeholders who have a disability

Adopted by FRP 9 March 2017 Review Date March 2019

Signed A Sharp Chair FRP Committee

Signed H McEvoy .Headteacher