

THE HARVEY GRAMMAR SCHOOL



Accessibility Plan

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Aims of the Accessibility Plan

This plan outlines how The Harvey Grammar School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of this accessibility strategy, the school has regard to the need to allocate adequate resources to the implementation of this strategy.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Ensure recruitment procedures are monitored to establish that individuals with disabilities are provided with equal opportunities.
- Ensure appropriate support and provision is provided for employees with disabilities to establish that they can carry out their work effectively without barriers.
- Ensure reasonable adjustments are made to enable staff to access the workplace.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Review

The School will undertake a triennial Accessibility Review. The review will cover the following three areas:

- **Access to the curriculum** – the school will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the school will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the school will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the review, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the review will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning Duty 1: Curriculum

	Target	Strategies	Who	When	Outcome
Short term	Ensure awareness of disabled pupils' needs at Open Evening and Induction days	Ensure that our awareness is highlighted during introductory speech/during the open evening and induction days	Headteacher, teachers, SENCO	Ongoing	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 are available
	The Admissions process ensures all potential candidates are fairly reviewed	Kent Test special arrangements are applied to all entrance tests. Ensure SENCO is consulted with all potential pupils with disability to assess any reasonable adjustments required	Headteacher, Exams Officer, External advisors, SENCO	Ongoing	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability.
	To screen all Years 7 and 8 reading ability to inform identification and support strategies including assessment for exam access arrangements Screening for exam access arrangements completed for all identified pupils in all year groups.	Access literacy tests. Literacy programmes. Assessments for exam Access Arrangements.	LT, SENCO	Ongoing	Pupils requiring additional support are identified and supported. Exam Access Arrangements are put in place to support pupils with SEND.
	Liaise with specialist agencies to ensure that strategies are used to support emotional wellbeing and teaching and learning are appropriate and updated as required.	Pastoral meetings. SEN review meetings. Agency assessment and liaison as appropriate. Strategies given by specialists and implemented by staff. Transition information disseminated to staff.	SENCO	Ongoing	Identified pupils are supported using personalised strategies and able to access relevant resources as required.
	Staff increase their knowledge and understanding of needs of pupils with disabilities.	Training provided for staff	All staff, SENCO	Ongoing	Staff confidence in providing appropriate teaching and support for disabled pupils.

Medium term	Specialist training for SEND staff to enhance departmental and school expertise on up-to-date strategies to be used across a range of disabilities relating to SMEH (Social, Mental and Emotional Health).	<p>To access training relevant to SEN staff.</p> <p>Link with pastoral staff and tap in to their expertise.</p> <p>Staff to disseminate good practice to current staff and all new staff joining the school.</p> <p>Advice and training from specialist outside agencies.</p>	Headteacher, LT, SENCO	Ongoing	There will be a more coordinated provision between the pastoral system and the SEN department. Effective strategies will be put in place to support pupils in the new category.
	To enhance the provision of specialist equipment. Eg computers, keyboards, laptops, tablets, voice recorders, spellcheckers etc. Adjustable height chairs and specialist equipment will be available for pupils with disabilities.	Departments to be encouraged to purchase appropriate resources and look to increase IT opportunities within subjects for pupils requiring scribes and readers for exams.	Headteacher, IT Support Manager, Teachers	Ongoing	Specialist equipment will be on site to use as and when needed. There will be enhanced access to the curriculum and increased opportunities to present alternative ways of recording work. Exam Access Arrangements will be put in place and put into practice.
	To take account of pupils and adults with disabilities when organising events and trips.	Forward planning to include accurate SEND and medical information including use of interpreters, adult support, mobility issues when using/hiring buses, toileting facilities etc.	LT, Trip Leaders	Ongoing	Pupils and adults are able to access events safely. A range of opportunities will be developed through positive planning and risk assessments.

Planning Duty 2: Physical Environment

Main Building

	Target	Strategies	Who	When	Outcome
Short term	Improve visibility for visually impaired	Repaint nosings on stairs and replace existing treads with yellow where necessary	Site Team, External Contractor	2021-2022	School environment is accessible to pupils with visual impairments
	Ensure suitable space is available for pupils with disabilities within the classroom	Rearrange furniture as appropriate Discuss with the pupil the best layout for them	Teachers, Senco	Ongoing	Classroom layouts enable all pupils to move around them freely
	Improve disabled access at reception	Add additional signs to highlight where the disabled access ramp is located.	Site Team	2021-2022	Improved notification of disabled access
Medium term	Improve visibility for visually impaired	Provide visual identification signage to reception	Site Team	2022-2023	Improved notification for visually impaired
		Provide tactile warnings at the top and bottom of each of the three staircases	Site Team	2022-2023	Safer mobility around the school site.
	Improve tactile identification to steps for visually impaired	Install blister paving to external steps where necessary and install internal tactile identification where necessary	External Contractor	2022-2023	Improve partially sighted access and awareness.
	Improve hearing impaired experience in reception	Fit a permanent induction loop in the reception area	External Contractor	2022-2023	Improve visitors' experience when visiting reception. Increase our disability inclusion
Long Term	Improve independence moving around the site	Provide voice announcements to the lift car	External Contractor	2022-2023	Improved access between floors.
	Improve hearing impaired experience on site	Provide one permanent induction loop in the main hall and at least one mobile induction loop for use	External Contractor	2023-2024	Improve stakeholders' experience around the site. Presentations within the hall can be heard by all.

		around the entire school complex. Provide appropriate signage at reception and in the hall to indicate to hearing aid users that an induction loop is available			
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Sports Hall

	Target	Strategies	Who	When	Outcome
Short term	Improve safety for disabled on site	Provide visual aids on stairwells using coloured nosings	External Contractor	2021-2022	Improved safety for the visually impaired
Medium term	Improve visibility for visually impaired	Provide tactile identification on stairwell bannisters	Site Team	2022-2023	Improved safety for the visually impaired
Long Term	Improve notification of fire alarm	Provide visual fire alarm in disabled toilet/shower room	External Contractor	2023-2024	Improved safety for the hearing impaired

Edwards Centre

	Target	Strategies	Who	When	Outcome
Medium term	Improve visibility for visually impaired	Provide tactile identification on stairwell bannisters	Site Team	2022-2023	Improved safety for the visually impaired

Diner

	Target	Strategies	Who	When	Outcome
Medium term	Improve visibility for visually impaired	Provide tactile identification to handrails	Site Team	2022-2023	Improved safety for the visually impaired
	Improve warning of hot surfaces	Provide tactile identification to	Site Team	2022-2023	Improved safety for the visually

		highlight potentially hot surfaces			impaired
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External

	Target	Strategies	Who	When	Outcome
Medium term	Implement Tactile warnings to handrails and steps	Provide tactile identification to handrails and install blister slabs in front of steps	Site Team, External Contractor	2022-2023	Improved safety for the visually impaired

Planning Duty 3: Information

	Target	Strategies	Who	When	Outcome
Short term	Ensure pupils with visual impairments can access reading materials, such as text books	<p>Provide text books in an easy to read format.</p> <p>If required, elements from books can be made available in large format by teachers and / or Learning Support Managers.</p> <p>If required, source low vision aids to assist, such as magnifiers, text to voice devices.</p>	Teachers, LSM	Ongoing	If required, pupils with reading difficulties can access different types of learning material through Learning Support
	Ensure information in lessons can be read on the board and the teachers voice can be heard	<p>Ensure light and sound is optimised on interactive whiteboards and speakers.</p> <p>Incorporate appropriate colour schemes and install window blinds/curtains</p>	IT Support Manager, Site Team	2021-2022	All pupils can see and hear lessons to be able to get the best out of them
	Ensure all written information is accessible to pupils and parents with visual impairments.	Provide written information in alternative formats	Leadership Team, Teachers, Site Team	Ongoing	Written information is fully accessible to children and parents with visual impairments
	The recruitment process ensures all potential candidates are fairly reviewed	<p>Disability Statement included in Application Form.</p> <p>Applicants offered alternative application form format.</p> <p>Applicants offered adjustments for recruitment process.</p>	Headteacher, Director of School Support	Ongoing	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability.

		Equal Opportunities and safer recruitment principles followed.			
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