



Penistone Grammar School

Policy Statement:
Accessibility Plan
Policy Version: February 2021

Never Stop Flying

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1.0 Mission Statement

1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. At PGS the Plan will be monitored by the Principal and evaluated by the relevant Governors' committee.

1.2 At PGS we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The PGS, the Accessibility Plan has been developed and drawn up based upon consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Penistone Grammar School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment of the school,
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities;

1.3 PGS is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

1.4 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy
- School Improvement Plan
- Special Educational Needs Policy and SEN Information report

1.5 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

2.0 Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

3.0 School Context

There are currently students on the SEN register. of these students have a statement or ECHP.

The breakdown by year group:

Year Group	SEN (K)	ECHP
7	35	19
8	35	7
9	38	7
10	16	3
11	26	9
12	2	0
13	4	0

4.0 Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

4.1 Physical Environment

The school has in place full disabled access to all its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the school's site. PGS has similarly ensured that there are sufficient washroom facilities on all floors areas designed specifically for disabled users.

As has been best practice in the past, the school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

4.2 Curriculum

PGS already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The school will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

4.3 Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5.0 Access Audit

5.1 The school consists of a number of two, three and four storey areas, all of which are internally linked. The areas have wide corridors and several access points from outside. The main entrance is on the third floor and is accessible to all. There are 4 lifts which can accommodate a large wheelchair which are maintained on a regular basis through a service agreement with AMEY. Access to the lifts is restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are a number of disabled and accessible toilet facilities available.

All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. In the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6.0 Management, Co-ordination and Implementation

Consultation with experts will be sought when new situations regarding students or staff with disabilities are experienced.

7.0 Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the academy community for students and prospective students with a disability.

Target	Strategies	Timescale	Responsibility	Outcomes
To continue to train staff to enable them to meet the needs of students with a range of SEND	SENCO to review the needs of students and provide relevant information and training to staff as needed	Reviewed each half term	PCR/LSM/KCO	Staff are able to support and enable all students to access the curriculum fully
To ensure that all students are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students who are on trips	Reviewed each half term	PCR/LSM/KCO	All SEND students have opportunities to attend trips and participate in clubs
To provide specialist equipment to promote participation in learning by all students.	Ensure that students have access to laptops/overlays/customised pens/	Reviewed each half term	PCR/LSM/KCO	All SEND students have access to relevant equipment so that they can access the curriculum

To provide effective support for all SEND students taking examinations	<ul style="list-style-type: none"> • Access arrangements to be in place by relevant deadlines. • Publicise details of students entitled to access arrangements to staff each year. • Inform parents of access arrangements • Review access arrangements each term. 	Reviewed each half term	PCR/LSM/KCO	Relevant Access arrangements will be in place to ensure that SEND students can complete their exams
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target	Strategies	Timescale	Responsibility	Outcomes
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by SLT and Governors. Suggest actions and implement as budget allows.	Ongoing	Premises Manager/CMA	Modifications if required will be made to the building to improve access.

Aim 3: To improve the delivery of information to disabled students and parents/carers

Target	Strategies	Timescale	Responsibility	Outcomes
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	As needed	PCR/LSM/KCO	Written information will be provided in alternative formats as necessary.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly	CMA/PCR/LSM/KCO	Parents are informed of their child's progress