



Disability Equality and Access 3 Year Plan **Learning Support Department**



For the period 1 April 2009 to 31 March 2012

Bradford Grammar School's Learning Support Department Disability Equality and Access Plan has four inter-linked elements:

- 1. Information gathering**
- 2. Improvements in access to the curriculum and employment by:**
 - Providing for all pupils a curriculum that is appropriate to their needs.
 - Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
 - Ensuring that recruitment procedures provide equal opportunities.
- 3. Physical improvements to increase access to education and associated services by:**
 - Ensuring that all school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments.
 - Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils
- 4. Improvements in the provision of information in a range of formats for disabled pupils by:**
 - Providing for pupils and their parents/guardians information about the school and its curriculum in a format that takes account of any disabilities.

1. **Information gathering**

Title of Activity	Purpose and Benefit	Actions	Start/Finish	Responsibility	Success Criteria
<p>Determining assistance required</p>	<p>To enable the school to address specific disabilities either prior to entry to BGS or whilst at BGS.</p>	<p>Questionnaire included in application pack for parents asking parents to inform the School of any diagnosed disability/medical condition for which special provision needs to be made.</p> <p>Access Arrangements for pupils when taking entrance exam.</p> <p>To obtain any individual plans addressing any specific requirements identified above. Involve e.g. pupil, parents, staff, nurses, outside agencies as appropriate in order to devise appropriate plan.</p> <p>Gather feedback from disabled members of the community, both staff and pupils.</p>	<p>Questionnaire for 2010 entry</p>	<p>Headmaster Admissions Registrar Head of Learning Support</p>	<p>Early identification of individual needs Necessary adjustments made for each pupil Access to the school gradually improved for disabled people</p>

2. Improving access to the curriculum and employment

Title of Activity	Purpose and Benefit	Actions	Start/Finish	Responsibility	Success Criteria
<p>Access to Curriculum</p>	<p>All pupils have equal access and benefit equally from the curriculum</p>	<ul style="list-style-type: none"> • To monitor disabled pupils' achievements in exams and tests. • Use of standardised tests to give standardised Reading and Spelling Levels. Use of MIDYIS data. • To ensure that all teaching staff of disabled students are informed of individual pupil's needs • Timetable modification • Room modification • Extra resources such as duplicate text books and coloured overlaid to be made available. • Support staff to be available as needed. • One to one and small group tuition available through private arrangement • Open Door policy to improve staff confidence to teach pupils with LDD • Academic Departments encouraged to develop a consistent approach to differentiation to support disabled pupils • Review IEPs and set new targets. • Entering pupils for correct tier in exams. • Correct Access Arrangements put into place. • Interview with Head of Careers to ensure good choice of AS/A2. • Access to School Counsellor through pastoral referral 	<p>On going</p>	<p>Heads of Departments, Heads of Year, Head of Learning Support and individual teachers. Examination Officers</p>	<p>LDD pupils achieve their full potential. LDD pupils have individual education plans and are monitored and are not disadvantaged in any way.</p> <p>Necessary adjustments made for each pupil Access to the school gradually improved for disabled people</p>

3. Physical improvements to increase access to education and associated services

The buildings of the school are spread over a wide area. The main building pre-dates 1960 and has several storeys. Only the new Pavilion and the new Science Building have lifts.

Classrooms are generally allocated on a per subject basis, with each academic department's classrooms being allocated as a group based on the valid benefit of having all the facilities for one subject in one place. Pupils, therefore, must move from classroom to classroom, often on different floors and in different buildings.

A physically disabled pupil would not be able to access all areas of the school. However, a stair lift has been installed in the Main Building and hand rails ramps have been fitted throughout the school. There is also a long term plan to install a lift in the main building. To ensure a pupil with physical disabilities can have full access to the curriculum, lessons could, if necessary, be relocated to other departments but this is not an ideal solution.

4. Improvements in the provision of information in a range of formats for disabled pupils and parents or guardians

Activity	Purpose and Benefit	Actions	Start/Finish	Responsibility	Outcomes
Access to information	To ensure that parents and guardians are fully informed	1. Review information sent to parents and guardians to ensure it is accessible. 2. Ensure all staff are aware of guidance on accessible formats	Ongoing Ongoing	Headmaster	All parents receive information in a format appropriate to their needs e.g. tape, large print, Staff produce routine information for pupils in appropriate format
Improve communication	To improve communicate on with disabled pupils and users	1. Review the website to ensure that it is clear, simple and easy to use 2. Publish information in an appropriate format as required	Academic year 2009/10	Director of Information Technology	Delivery of information is improved