

Bradford Grammar School

Disability Equality and Access 3 Year Plan

This policy applies to the Senior and Junior Schools and is published to parents, pupils and employees.

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

1. **Information gathering by:**
 - determining assistance required.
2. **Improvements in access to the curriculum and employment by:**
 - providing a curriculum that is appropriate for all pupils and their needs;
 - ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it; and
 - 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; and
 - creating a fire escape plan.
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
Determining assistance required	To enable the School to address specific disabilities either prior to entry to BGS or whilst at BGS.	<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 arranged on an individual basis with discussion with parents</p> <p>To obtain any individual plans addressing any specific requirements identified above. Involve (e.g. pupil, parents, employees, nurses, outside agencies, as appropriate) in order to devise appropriate plan.</p> <p>Gather feedback from disabled members of the School community, both employees and pupils.</p> <p>Once in School there is whole School screening using Reading and Spelling standardised tests in Y7 and Y9, plus the use of MidYIS data. Junior School pupils are tested using PUMA and PIRA tests to assess maths and reading attainment and progress.</p> <p>Referrals for further psychometric assessments can come from parents, Form Teachers, Deputy Head Academic, Learning</p>	Ongoing	Head Registrar Head of Learning Support (Senior) Learning Support Co-ordinator (Junior) All teaching staff	Early identification of individual needs. Reasonable adjustments made for each pupil. The School is compliant with access arrangements for disabled people but has the view that improvements can go beyond this.

		Support Co-ordinator or the pupils themselves. Learning Support teachers are qualified to assess for access arrangements.			
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2. Improving access to the curriculum and employment

<u>Title of Activity</u>	<u>Purpose and Benefit</u>	<u>Actions</u>	<u>Start/Finish</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Access to the Curriculum	All pupils have equal access and benefit equally from the curriculum	<ul style="list-style-type: none"> To monitor the achievement of SEND pupils in exams and test. Use of standardised tests to give standardised Reading and Spelling Levels. Use of MidYIS and ALiS data. To ensure that all teachers of disabled students are informed of individual pupils' needs. Timetable modification. Room modification/location. Extra resources such as duplicate text books and coloured overlaid to be made available. Support employees to be available as needed. Academic Departments/Junior School encouraged to develop a consistent approach to differentiation and Quality First Teaching to support all pupils including those with SEND. Extra sessions by subject teachers One to one and small group tuition available at lunchtime arranged by the Head of Learning Support (Senior) and Learning Support Co-ordinator (Junior) as and when required. Open Door policy to improve teacher confidence to teach pupils with SEND. Review Learning Support Plans and set outcomes where needed. 	On going	Heads of Departments, Heads of Year, Head of Learning Support, Learning Support Co-ordinator and individual subject teachers. Examination Officers.	SEND pupils achieve their full potential. SEND pupils have learning support plans. Consequently they are monitored and are not disadvantaged in any way. Necessary adjustments made for each pupil. The School is compliant with access arrangements for disabled people but has the view that improvements can go beyond this. Estates team and bursar to review full access to all curriculum areas.

		<ul style="list-style-type: none">• Entering pupils for correct tier in exams.• Correct Access Arrangements put into place.• Interview with a teacher to ensure good choice of AS/A2 levels.• Access to School Counsellor through pastoral referral or self-referral.• INSET offered by Learning Support staff.			
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3. Physical improvements to buildings and premises to increase access to education and associated services

The buildings of the School are spread over a wide area. The main building and Clock House pre-dates 1960. Most buildings have several storeys. The Pavilion building has a lift but any new buildings will have to adhere to building regulations and will therefore conform to the DDA legislation.

Classrooms are generally allocated on a per subject basis in the Senior school, with each academic department's classrooms being located in close proximity to each other. Junior school pupils access all areas of Clock House and some Senior school areas, such as the library, art rooms, science laboratories, dining room and sports facilities. Pupils, therefore, must move from classroom to classroom, often on different floors and in different buildings in both Senior and Junior school.

A physically disabled pupil would not be able to access all areas of the School. However, there is a stair lift in the main building and hand rails and ramps have been fitted at various points in 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 and non-curriculum areas, lessons and various social activities they could, if necessary, be relocated to other departments but this is not an ideal solution. Consequently, the Assistant Head Academic along with information from the Head of Clock House and Head of Learning Support will ensure that lessons for pupils with SEND are placed in accessible rooms.

Ian Clint is the Estates Manager and Barry Thorn is the Health and Safety Officer for both Junior and Senior School. They, along with the Head and Governors, are responsible for all building compliance.

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 employees access guidance on accessible formats from the Learning Support Department as appropriate.	Ongoing	Head	All parents receive information in a format appropriate to their needs e.g. large print. Employees produce routine information for pupils in an appropriate format
Improve communication	To improve communication with disabled pupils and users	1. Review the website to ensure that it is clear, simple and easy to use. 2. Publish information as appropriate e.g. using suitable fonts.	Ongoing	Head	Delivery of information is improved by SLT.

Policy reviewed by: **Mrs A. Buckley, Learning Support Coordinator**
 Last policy review date: **November 2018**
 Next policy review date: **Spring 2019**