

Disability Equality and Accessibility policy incorporating the 3 Year Accessibility Action Plan

This policy aims to facilitate the SEND guidance and ensure that the School is compliant with the Equality Act 2010. The policy applies to the Senior and Junior Schools (the School) and is published to parents, pupils and employees.

The implementation of the Accessibility Action Plan should occur within the period 16 February 2022 – 16 February 2025.

Bradford Grammar School's Disability Equality and Accessibility policy focuses on four key objectives as detailed below:

- 1. Information gathering by:**
 - determining the assistance required.
- 2. Improvements in access to the curriculum:**
 - 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;
- 3. Physical improvements to increase access to education and associated facilities by:**
 - making reasonable adjustments so that all School buildings and grounds become incrementally more accessible to pupils with mobility, sensory and other impairments;
 - providing appropriate educational equipment and physical aids to ensure that educational programmes in the School are more accessible to pupils with mobility, sensory and other impairments; and
 - creating an appropriate 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	Timescale	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>Parents to inform the School (via a questionnaire in the application pack) of any special educational need, disability, or medical condition for which special provision needs to be made.</p> <p>Entrance exam access arrangements to be arranged for pupils, on an individual basis, and in consultation with parents.</p> <p>Linked SEND documents (e.g., individualised plans) to be transferred from previous schools. Pupils, parents, external agencies, and the former school's input help to collaboratively devise an appropriate learning support plan.</p> <p>Once a pupil is enrolled, year 7 and 9 whole cohort screening (using reading and spelling standardised tests) alongside the use of MidYIS data (for year 7) are to be analysed, to help identify need.</p> <p>New starters in all other year groups (apart from year 7) to be screened using "Exact" (a psychometric online tool), which looks at reading and writing comprehension and accuracy processing speeds.</p> <p>Junior School pupils are tested using PUMA and PIRA tests to assess math's and reading attainment and progress.</p>	Reviewed annually.	Deputy Head of the Senior School (, Headmaster of the Junior School, Registrar, Head of Learning Strategies & SENDCo, Learning Support Coordinator and all teaching staff	<p>Early identification of individual needs.</p> <p>Reasonable adjustments made for each pupil.</p> <p>Note: The School is compliant with access arrangements for disabled individuals but takes the view that improvements could go beyond this.</p>

		<p>Referrals to Learning Strategies (for support or for further psychometric assessments) are to be made by parents, teachers, Assistant Head (Curriculum), SENDCo, Learning Support Coordinator (JS) or pupils themselves. Teacher feedback; summative and formative assessment results; as well as parent and pupil voice are highly valued in the referral process.</p> <p>Members of the Learning Strategies Department are to be qualified (summer 24) to administer psychometric tests and assess for exam access arrangements.</p>			
Determining assistance required	To ensure the School is compliant with the Equality Act 2010.	<p>An external audit was commissioned and conducted in February 2019 by EA audits (a company that specialises in accessibility audits). Following this, an audit report and plan were produced.</p> <p>In line with good practice, an additional accessibility audit and plan was commissioned on 16.2.22. Following this report, an action item register was compiled.</p>	Completed February 2022	Deputy Head of the Senior School, Headmaster of the Junior School, Head of Learning Strategies & SENDCo, Learning Support Coordinator, Bursar and the Estates Manager	

2. Improving access to the curriculum

Title of Activity	Purpose and Benefit	Actions	Timescale	Responsibility	Success Criteria
Access to the Curriculum	To enable the School to provide access to an appropriate curriculum for all of its pupils.	<p>To monitor the achievement of SEND pupils in exams and tests, through analysis of end of term summative tracking and staff feedback.</p> <p>Use of standardised tests (MidYIS and ALiS) to give standardised scores in English and mathematics.</p> <p>Use of standardised spelling and reading tests to assess and compare reading and spelling ages across KS3.</p> <p>To ensure that all teachers of disabled pupils are informed of their needs, through updated learning support plans and staff-training.</p> <p>Timetable modification, where appropriate.</p> <p>Room modification/location, where appropriate.</p> <p>Extra resources such as duplicate or enlarged textbooks, reading pens, word processors or coloured overlays to be made available.</p> <p>Support for employees to be available as needed.</p> <p>Academic departments in the senior and junior school are encouraged to develop a consistent approach to differentiation and Quality First Teaching, to support all pupils including those with SEND.</p>	Reviewed annually.	Deputy Head of the Senior School, Headmaster of the Junior School, Deputy Head of the Junior School, Heads of Departments, Heads of Year, Head of Learning Strategies & SENDCo, Learning Support Coordinator, subject teachers and the Examinations Officer	<p>SEND pupils achieve their full potential. SEND pupils have learning support plan monitored and are not disadvantaged in any way. Reasonable and necessary adjustments made for each pupil.</p> <p>The School is compliant with Access Arrangements for disabled people but has the view that improvements can go beyond this if the School achieves the targets identified in the Accessibility Plan February 2019.</p>

		<p>Pupils to be invited to intervention or extra sessions (led by subject teachers or the relevant Learning Strategies team member). One-to-one and small group tuition to be available before school and at lunchtime, arranged by the SENDCo and Learning Support Coordinator (JS)</p> <p>Learning Strategies workshops (e.g. on improving handwriting or developing revision techniques) to be scheduled monthly.</p> <p>Open Door policy to improve teacher confidence in teaching pupils with SEND.</p> <p>Review learning support plans and set targets where needed.</p> <p>Correct 'Access Arrangements' put into place.</p> <p>Pupils to engage in interviews (around times of option choices) with a teacher to ensure, as far as possible, that appropriate choices of academic courses and co-curricular activities are made.</p> <p>Access to School Counsellor through pastoral referral or self-referral (SS).</p> <p>INSET training offered by Learning Strategies Department and/or the Learning Support Coordinator (JS)</p>			
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Policy and Guidance Review	To enable the School to provide appropriate opportunities for all of its pupils	<p>Review the following policies and guidance:</p> <ul style="list-style-type: none"> • Admissions Policy (JS) • Admissions Policy (SS) • Equal Opportunities Policy • Curriculum Policy (JS) • Curriculum Policy (SS) • Behaviour Policy (JS) • Behaviour Policy (SS) • Educational Visits Guidance • Anti-bullying Policy (JS) • Anti-bullying Policy (SS) • Health and Safety Policy 	Reviewed annually as part of a rolling annual review process.	Headmaster, Deputy Head of the Senior School, Headmaster of the Junior School, Deputy Head of the Junior School, Assistant Headteachers Human Resources Manager and the Health & Safety Officer	Complete the review within the allocated timescale.
Promoting Diversity within the School	To raise awareness and develop a greater understanding of diversity within the School community.	<p>Promote diversity within the School by means of various activities which include outreach, Personal Development(PD) programme and assemblies.</p> <p>To develop staff knowledge and understanding through training on neurodiversity (e.g. on INSET days).</p> <p>To roll out all strengths-based learning support plans for SEND pupils, involving pupils and parents in the process of recognising their strengths.</p> <p>Communicate with parents via half-termly newsletters on SEND related matters/research/updates, increasing their understanding of diversity and taking a whole-school approach to SEND.</p> <p>To analyse annual staff, parent and pupil voice on SEND, to inform training/change.</p>	Reviewed annually.	The Senior Leadership Team and all teaching colleagues, Head of Personal Development, Head of Learning Strategies & SENDCo and the Learning Support Coordinator.	The growth of opportunities to promote diversity within the curriculum and co-curriculum.

3. Physical improvements to buildings and premises to increase access to education and associated facilities.

The buildings of the School are spread over a wide area. The main building and Clock House pre-date 1960. Most buildings have several stories. The Pavilion building the Alan Jerome building and the Sixth Form Centre have lifts. Any new buildings will have to adhere to building regulations and conform to the DDA legislation.

Classrooms are generally allocated on a 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 are therefore required to move from classroom to classroom, often on different floors and in different buildings in Clock House and the Senior 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 handrails, ramps or additional pathways have been fitted or created at various points on the School site. Improvements to the Sixth Form Centre in the Summer of 2022 included the installation of a lift allowing access to all its floors. To ensure a pupil with physical disabilities can have full access to the curriculum and non-curriculum areas, lessons and various social activities could, if necessary, be relocated to other departments but this is not an ideal solution. Consequently, the Assistant Head (Curriculum) together with the Junior Leadership Team (the JLT) or the SENDCo and Learning Support Coordinator (JS) will ensure that lessons for pupils with SEND are placed in accessible rooms.

The Estates Manager and the Health and Safety Officer for the School, together with the Headmaster and Board of Governors, are responsible for all building compliance. The recommendations listed below and highlighted in blue have been deemed as reasonable and achievable adjustments that can be made by the School following the Accessibility Audit and subsequent report (16 February 2022). The accessibility plan identifies when these adjustments will be made within the period 16 February 2022 to 16 February 2025. To implement the plan, adequate resources must be identified within departmental budgets and made available by the School.

Title of Activity	Purpose and Benefit	Action s	Timescale	Responsibility	Success Criteria
Walkways in the car parks	To improve safety and accessibility through the car parks.	6 th Form car park now has a marked pedestrian walkway as of Easter 2021.	2019-2022 Reviewed annually	Estates	Actions achieved within the timescale.
Disabled Parking	To improve accessibility through the car parks.	<p>Mark accessible car park bays out correctly.</p> <p>Place a sign at the entrance to the car parks showing the disabled bays locations.</p> <p>Erect a sign in front of the bays at a height of 1 metre.</p>	Dec 2022- May 2023	Estates	Completed January 2023
External Ramps and Steps	To improve movement between buildings.	<p>Demarcate the start and end of external ramps with yellow lines or a white triangle pointing in the direction of the slope.</p> <p>Install further handrails to external steps where there are more than 3 risings and where needed.</p>	July 2023 – Sep 2023	Estates	Completed Summer 2023
External Ramps and Steps	To improve access to the School.	<p>Mark the start and end of every handrail with tape to aid visually impaired pupils and visitors.</p> <p>Mark the start and end of ramps as indicated.</p> <p>.</p>	2022-2025	Estates	<p>On-going</p> <p>As areas are redecorated this will be an ongoing process with blue handrails</p>

External Ramps and Steps.	To improve access to the School	Ensure that ramps and ramped entrances are kept clear of grit and gravel which could present a trip hazard and that surfaces are kept in good condition. Note: Already forms part of the estate's Planned Preventative Maintenance program (PPM) and winter gritting schedule	Reviewed annually.	Estates	Actions achieved within the timescale.
Reception Facilities.	To improve accessibility in reception.	Provide a seat with a high back and arms in main reception. Remove a table from the Clock House reception area to provide space for a stationary wheelchair.	Dec 2022	Estates	Completed April 2023
Classrooms	Improve access to specialist facilities for pupils in wheelchairs.	Should there be a need, in specialist rooms ensure that there are facilities available for pupils in wheelchairs such as adjustable benches, lower working areas etc. Ensure that at least one PC is accessible to a wheelchair user and provide a high-backed chair with arms in IT suites. Room 43 only partially meets these recommendations	Further investigation & specialist consultation	Estates	Ongoing; wheelchair access and high backed chair in IT suites complete
Internal Signage	Improve accessibility within the school building.	Place floor plan maps in various locations around all buildings. Ensure all signage is in both upper-case and lower-case lettering.	Feb 2023 – April 2023	Estates	Floorplans given to staff upon employment. Signage completed.

		Consider adding an option in Braille.			Tactile signage instead of braille.
Internal Stairs	Improve accessibility within the school building.	<p>The recommendation is to highlight the start and end of each staircase and handrails with coloured tape or flooring in a different colour to the existing floor.</p> <p>Provide a second handrail on the stairs where there is only one.</p> <p>Ensure handrails contrast with the walls.</p> <p>Install nosings on all internal steps where necessary or appropriate.</p>	<p>2022-2025</p> <p>Ongoing whenever decoration is renewed</p>	Estates	Complete; a second hand rail has not been provided however
Internal Movement	To improve accessibility within the school building.	Demarcate the start and end of steps with coloured marking tape or paint the nosing a suitable alternative colour	Dec 2023	Estates	Complete
Internal Movement	Improve accessibility within the school building.	<p>Check that all stairs have 2 continuous handrails and install where necessary.</p> <p>Install British Standard compliant handrails to the missing sides. These should:</p> <ul style="list-style-type: none"> - be 50mm in diameter - be located 1000mm above the risers - extend 300mm at the top and bottom of the steps. 	April 2023	Estates	Ongoing

Internal Stairs and Lifts	Improve accessibility within the school building.	Provide suitable staff training for emergency release procedures if lifts break down, e.g. between floors. Provide staff training for the use of emergency evacuation chairs.	May 2023	Estates	Complete for lift procedures; evac chair training due
Doors	Improve accessibility within the School building.	Check and replace non-conforming door handles. Ensure that door handles contrast.	2022-2025	Estates	Ongoing Completed and will be fitted as standard practice for new installations
Doors	Improve accessibility within the School building.	Handles that do not contrast in colour to the door should either be changed or repainted a different colour	May 2023 – July 2023	Estates	Completed
Doors	Improve accessibility within the School building.	Add fenestrations to glass doors – Learning Link. Ensure all doors that are held open for ease of access have high visibility edge markings.	Dec 2022	Estates	Completed
Staff Facilities	To improve accessibility for staff members	Provide at least 1 high backed chair with arms in both staff rooms.	Dec 2022	Estates	Completed

Bathrooms	Improve accessibility to services within school.	<p>Replace non-conforming taps with push button or lever taps.</p> <p>All pupil facilities conform, with the exception of Clock House classroom taps</p>	<p>2022-2025</p> <p>Renewal scheduled when classrooms are refurbished</p>	Estates	Completed and thermostatic units are tested regularly in line with regulations
Bathrooms	Improve accessibility to services within school.	Add baby changing unit to Sports Hall accessible toilets.	Dec 2022	Estates	Completed
Accessible Toilets	Improve accessibility to service within school.	Move any items that impede a wheelchair user's ability to turn their chair around inside the toilet	Dec 2022	Estates	Completed so far as reasonably practicable
Accessible Toilets	Improve accessibility to services within school.	<p>Provide hand washing/drying facilities closer to the toilet itself and at a suitable height.</p> <p>Ensure all fittings contrast sufficiently with the walls.</p> <p>Install a horizontal grab bar on the back of the toilet door where missing.</p> <p>Lower mirrors that are too high or provide alternatives.</p> <p>Ensure all emergency cords are not tied or held back</p>	Dec 2022– May 2023	Estates	Completed

Means of Evacuation	Ensure that disabled pupils can be evacuated safely.	<p>Ensure that there is regular training on the evacuation of the building in the event of a fire.</p> <p>Make staff aware of the Fire and Rescue information plan.</p> <p>Make employees aware of the School's PEEPs (Personal Emergency Evacuation Plans)</p>	<p>Reviewed termly.</p> <p>Reviewed annually.</p> <p>Reviewed annually.</p>	Deputy Head (SS), H&S Manager	Actions achieved within the timescale.
Outdoor Spaces	Improved accessibility on the campus.	Should a wheelchair using pupil enrol at the School, purchase a picnic table at the correct height for wheelchair use.	Reviewed annually.	Estates	Actions achieved within the timescale.
External Ramps and Steps.	To improve movement between buildings.	<p>Ensure that all external steps have nosings.</p> <p>Nosings should:</p> <ul style="list-style-type: none"> - be 2-inch strips which are painted or attached to the front and top of each step. - be re-painted at the first sign of wear. 	2022-2023	Estates	Not practical externally due to building fabric and aesthetics

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

Title of Activity	Purpose and Benefit	Actions	Timescale	Responsibility	Success Criteria
Access Information	To ensure that parents and guardians are fully informed.	Review information sent to parents and guardians to ensure it is accessible. Ensure all employees can access guidance in accessible formats from the Learning Support Department as appropriate	Reviewed annually	The SLT, SENDCo. & Learning Support Coordinator	All parents receive information in a format appropriate to their needs e.g. large print. Employees produce information and resources in an appropriate format.
Improve Communication	To improve communication with disabled pupils and users.	Review the website to ensure that it is clear, simple and easy to use. Publish information in an appropriate format, e.g. using suitable fonts. Review the signage around the campus to ensure the information is sufficiently accessible.	Reviewed annually	The SLT, Development and Old Bradfordians department and Estates Manager.	Delivery of information is reviewed annually or more frequently, if necessary, by the SLT. Signage completed.

Policy reviewed by: Laura Johnson (Head of Learning Strategies) and Ian Clint (Estates Manager)

Autumn term 2023

Next policy review date: Autumn term 2024