STEYNING GRAMMAR SCHOOL

ACCESSIBILITY PLAN 2019-2021

Approved by Business Committee – 23rd January 2019

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has three key duties towards disabled students under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students, where such improvement to access has been identified.

We are committed to providing a fully accessible environment, which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan contains relevant actions to increase access for those with disability in three key areas:

- Improve access to the **physical environment** of the school, adding specialist facilities (subject to funding) as necessary. This covers improvements to the physical environment of the school and physical aids to access education;
- Increase access to the **curriculum** for students with a disability;
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable period.

Our action plan relating to these key aspects of accessibility are detailed below and will be reviewed on an annual basis, with a new plan drawn up every three years.

The Plan will be monitored through the Business Committee of the Governors.

Steyning Grammar School Accessibility Plan 2019-2021

Improving the Physical Access

Target	Strategies	Outcome	Timescale
To provide clear signage across all sites, with colour schemes that support disabled users.	Undertake an audit of signage across all sites to ensure that it provides good direction and promotes clear visibility, particularly for disabled users. Teaching rooms to be decorated in appropriate colour schemes to benefit students approach to learning.	Improved physical environment for all users.	August 2019 Ongoing – rolling programme of refurbishment.
To provide access to disabled users on all sites (where reasonable adjustments can be made).	Regular discussion between the Business Manager and SENCO to understand the current and future needs of students and their access to the physical environment. Reasonable adjustments to be planned into the building works programme. Examples may include marking of steps for visually impaired users, introduction of handrails etc.	Improved access to identified areas within the Upper and Lower School sites. Improved safety.	Ongoing Ongoing

	Regular liaison with the DfE/Contractor to ensure the construction of the new block at Shooting Field provides full access to disabled users.	Improved accessibility for specific staff and students.	December 2019
IT Equipment	Provision of IT equipment suitable for access by all staff and students Regular checks by the IT team to ensure IT equipment held within the school supports learning. Use of digital technologies within the school to improve access to the curriculum for some students.	A learning environment that is supportive to students and staff.	Ongoing

Improving the Curriculum Access

Target	Strategies	Outcome	Timescale
Provision of high quality responsive teaching, recognising the needs of individual students	Continuing CPD for staff through: - Inset Days - Staff Meetings - Faculty Meetings - CPD events Use of student passports by all staff to understand individual student needs.	Improved access to the curriculum for students with individual learning needs.	Ongoing

To improve the attendance levels of school refusers.	Provision of bespoke packages that enable students who are school refusers to return to the classroom on a phased basis.	School refusers are attending school more frequently and benefitting from teaching and learning in the classroom.	Ongoing
Appropriate Groups and Seating Plans	Teachers will use student passports and Year Team information to seat students and place them into groups. HOFs and LLs will regularly communicate with class teachers to assess the suitability of their setting where appropriate.	Informed teachers, enabling them to use a range of student and parent led strategies that will enable access to the curriculum. Student's seat or group will give them optimum access to learning, particularly reflecting the needs of individual students with disability. Students will be in a group that will allow for challenge and progress with suitable access.	Ongoing
Improve the sharing of information with Teaching Staff	Consider the specific needs of students living with a disability, liaising with staff to ensure that they are aware of student's needs. All students with an additional need have a student passport and an LSM who is the point of contact for all teachers and pastoral leaders. Sharing of information on SEND and vulnerable students with staff at the start of the academic year and at other key points during the school year.	Teachers are equipped with strategies, practicalities and information about individual students so that progress and transition is smooth for the student and the teacher.	Ongoing

Improving the Delivery of Written Information

Target	Strategies	Outcome	Timescale
Provision of written material in alternative formats.	The SEND team will make themselves aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing
Provision of exam access arrangements for students who are eligible through readers/scribes etc.	Exam access arrangements to be provided where students have been identified as being eligible.	Students will benefit from access arrangements when undertaking exams.	