

WATFORD GRAMMAR SCHOOL FOR BOYS



ACCESSIBILITY PLAN

Headmaster's signature

1/2/2021

A handwritten signature in black ink, appearing to be 'I. King', written over a horizontal line.

Chair of Governors'

1/2/2021

A handwritten signature in black ink that reads 'Stephen A. Nokes', written over a horizontal line.

Accessibility Plan 2021-24

The Equality Act 2010 requires public bodies, including academies, to actively promote disability equality and to make reasonable adjustments for students and visitors with disabilities. WBSG strives to ensure that the culture and ethos of the school are such that, whatever the needs of members of the school community, everyone is equally valued and treats others with respect. All pupils will be provided with the opportunity to experience, understand and value diversity in all its manifestations.

Our Overall Aims:

- To have high expectations of all pupils.
- To ensure all pupils can participate in the full curriculum, including sport, music and drama
- Extra curricular activities will be planned to enable pupils with disabilities to participate.
- To set admissions criteria which do not discriminate against pupils with disabilities or treat them unfairly.
- To promote teaching strategies that remove barriers to learning and participation, for pupils with disabilities.
- To ensure future changes to the physical environment of the school meet the Equality Act requirements, and so cater for the needs of all pupils.
- Raise awareness of disability amongst the school through a programme of appropriate PSHE training; to make staff and pupils aware of the importance of appropriate language and ensuring that language in school does not offend.
- To provide information for pupils with disabilities in a form that is 'user-friendly' and appropriate.

Current situation at WBSG

We are an evolving school, constantly looking for ways to make ourselves accessible to all pupils, their families and visitors. We currently have ramps in place for the Learning Support Department, 6th Form Centre and the General science extension. Lifts are available at the newly built STEM Centre. There is limited provision (a temporary ramp) for access to the main building. There is disabled parking in front of school.

Objectives for 2021-24:

1. To improve the physical environment and increase the extent to which disabled pupils are able to take advantage of the education offered here:

A - *the physical environment*: steps, stairs, kerbs, paving, parking areas, building entrances and exits, internal and external doors, toilets and facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Path ways around the school site are safe, routes logical and well signed where possible. Emergency and evacuation systems are set up to include pupils with SEN and disability.

B - *physical aids to access the environment*: ramps, handrails, lifts, widened doorways, adapted toilets and adjustable lighting This also includes specialist ICT equipment, switches, specialist desks and chairs, portable aids and specialist equipment. Disabled students have access to computer technology based on individual needs.

SEND duties relate to the individual pupil; the planning duty of the school relates to the wider population (e.g. a pupil with a visual impairment may be provided with specialist computers and enlarged materials, through an Education, Health and Care Plan; the school may ensure blinds and adjustable lighting are in position).

2. To ensure that disabled pupils can participate fully in School life and the curriculum

A range of elements will ensure the curriculum is accessible; this may come about through classroom support, deployment of staff, curriculum options, staff information and training. Accessibility strategies will ensure that we are progressively planning for and preparing to respond to the particular needs of individual pupils.

Lessons provide opportunities for all pupils to achieve and could involve individual work, paired work, group work and whole class teaching. All pupils are encouraged to take part in music, drama and physical activities. Staff recognise and allow need for additional time or mental effort required by some disabled students. All school visits, including overseas visits are made accessible as far as possible to pupils irrespective of attainment or impairment. All staff will seek to remove barriers to learning and participation as far as possible.

3. To improve delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Information normally provided for pupils in writing (handouts, text books, timetables) must be available to disabled pupils as appropriate to their need. It may be in an alternative format, such as large print, audio tape / CD, or orally. It should be made available through a reasonable time frame and take into account the pupils' preferred format.

Simple language, large print or in braille for students who may have difficulty with standard forms of printed information. Staff are familiar with technology and practices developed to assist people with disabilities.

WBGs Accessibility Plan 2021-2024

Priority area: <i>Increasing the extent to which disabled pupils can participate in the school curriculum</i>					
	Targets	Actions	Timescale	Responsibilities	Review of recent actions
1.	Facilitate Quality First Teaching of SEND students	1) Use staff audit to identify whole school training needs and to inform professional development process 2) Set up INSET training for all staff on areas of SEND & disability equality. Explore in-house training, from external professionals and via Educare 3) Provide whole staff CPD as part of whole school INSET	July 2021	SENDCo/Cw	'Autism Awareness' training completed in 2018-19. 'Dyslexia Awareness' training Spring 2019 'Speech and Language' training for 2020-21

		programme			
2.	Ensure all staff are aware of and able to use SEND software and resources	1)Audit all SEND ICT, resources and make details available to all staff 2)Run individual training sessions if required on use of SEND software e.g. Edukey, ClaroRead, reading pen	October 2021	SENDCo/IT/Outside Professional e.g. VI service, HI service	Edukey information provided at the start of year to all staff, training for NQTs in the autumn term, VI and HI training to respective teachers held in the autumn term
4.	Review all curriculum areas to include disability awareness	1)Include specific reference to disability equality in all curriculum reviews e.g. PM, lesson observations 2)Develop PSHE curriculum to include disability awareness	Sept 2021	SENDCo/PSHE Co-ordinator/HODs	PSHE Curriculum reviewed in 2019-20

Priority area: *Improving access to the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided*

	Target	Actions	Timescale	Responsibilities	Review
1.	All staff in School are aware of the access needs of SEND pupils.	1) Ensure all pupil profiles are ready/updated on Edukey for staff to access before the start of the academic year 2) Consultation with parents, teachers & primary school to complete the pupil profile 3) Teachers to ensure right steps are taken to support pupils with SEND. 4) Staff to be made aware of accessibility needs of some students by Learning Support	July 2021	SENDCo and Learning Support Team Teachers	Updated information provided to all staff at the beginning of year. Teachers contacted individually to discuss needs of students Ongoing dialogue with teachers regarding needs Profiles updated regularly
2..	Improved accessibility for parents at parents evening and other meetings.	1)School to plan room layout at parents evenings taking into consideration the accessibility of some parents 2)To ensure these plans continue	Sept 2021	SLT, HOYs	Ramp in place for main entrance 2018

		to be part of planning for parents evening			
3.	Improve access to designated areas	1) School plans to improve access to designated areas over successive years. The school decides which of its entrances and exits have priority and plans to fit ramps and handrails to all of these	July 2024	SLT, Site team	
4.	Ensure all fire escape routes are suitable for all	1)Ensure fire evacuation procedures takes care of all pupils with SEND and physical disability	Sept 2020	SLT, Site team	

Priority area: Improving the delivery of written information to disabled pupils, parents and carers

	Target	Actions	Timescale	Responsibilities	Review
1.	Continue to ensure the availability of written material in alternative formats for parents/carers	1)School to provide written information to parents in alternative formats e.g. braille, enlarged fonts 2)Availability of different formats to be offered to parents in school correspondence.	Each September	SLT	
2.	All staff to be aware of guidance on accessible formats for pupils including time scale needed for preparation	1)Teachers to be fully aware of guidance on accessible formats for VI students and provide resources to the VI team at least two weeks in advance in order to include preparation time 2)Learning Support to provide guidance to staff on dyslexia and accessible information e.g. suitable fonts, coloured background on power points and on white board	Each September	SLT, SENDCo	
3.	To increase support for parents of SEND pupils	1)To re-establish and extend the ASD parents' support group to other parents'.	Sept 2021	SENDCo, Learning Support Team	

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.