



WISBECH GRAMMAR SCHOOL

SEND 3 Year Accessibility Policy (A15)

Scope:	Whole School
Release date:	April 2018
Review date:	April 2019
Authors:	Facilities Manager, HoLS
Reviewer:	Deputy Head Operations
Approval body:	Risk and Governance Committee of the Board of Governors

Linked documents

This policy should be read in conjunction with the

- SEND Policy (A2)
- Safeguarding Policy (A6)
- Risk Assessment Policy (A10)
- Admissions Policy (A1)
- Curriculum Policy (A3)
- Anti-Bullying Policies (A4) (Senior School and Magdalene House)
- Educational Visits Policy (Internal)
- Equal Opportunities and Diversity Policy (Internal)
- Teaching and Learning Policy (Magdalene House) (Internal)

Acronyms

ASD	Autistic Spectrum Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EVC	Educational Visit Coordinator
EYFS	Early Years Foundation Stage
HoLS	Head of Learning Support
H&S	Health and Safety
MH	Magdalene House
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability

SS	Senior School
PEEP	Personal Emergency Evacuation Plan
PSHCE	Personal, Social, Health and Citizenship Education

Availability

This policy may be viewed on the School website, and a printed copy is available upon request from the School Office/Pupil Services Team.

Accessibility Policy Reference: The SEND 3 Year Accessibility Policy has been drawn up in compliance with current legislation and requirements particularly as specified in Schedule 10, relating to disability, of the Equality Act 2010.

Introduction

This policy has been produced after a review of existing arrangements for improving accessibility within Wisbech Grammar School and an audit of the School for accessibility. It has been updated in May 2018.

Wisbech Grammar School is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness within the School. It will make reasonable adjustments to ensure that disabled pupils and disabled prospective pupils are not placed at a substantial disadvantage in comparison with those who are not disabled. It will work to improve staff understanding of the requirements of disabled pupils. It will develop and operate an accessibility plan. This desire is evidenced in the treatment of current pupils.

Wisbech Grammar School is located on an extensive site with buildings set on North Brink.

Much of the school grounds are former parkland associated with Harecroft House. Many of the buildings have several storeys and some are without lifts. Many are listed buildings. The system of having departmental areas allows facilities for a subject to be concentrated in one place but demands the movement of pupils around the site between periods, often up steps or stairs in buildings without lifts.

We recognise the difficulties that a person with impaired physical mobility or mental health issues may have in accessing all the facilities that the school offers and we will do what is reasonable to ameliorate this situation. The Governors' long-term building programme takes into account the need to meet disability legislation.

The Governors, dependent on the financial viability of the School, provide funding for building maintenance and reasonable refurbishment. A proportion of money from this budget will be used within the pre-planned maintenance schedule to improve accessibility for pupils with impaired mobility.

Admissions

Wisbech Grammar School selects pupils for admission on the grounds of academic ability. To ease the burden of the entrance examination, the School would liaise closely with the parent/guardian or the pupil's current school on the mechanics of the exams to be taken.

Liaison may take the form of a meeting or a telephone conversation to discuss any special arrangements. The School would be prepared to consider and provide the following aids to the prospective disabled pupil:

- large print examination papers
- a reader and/or scribe, a prompter and/or extra time to complete the examination paper
- laptop computers
- accessibility to the examination room for impaired mobility pupils

It will not be possible to provide an exam room with a hearing loop nor provide a secretary or teacher from within school resources knowledgeable in sign language to assist and oversee the examination.

Curriculum

It is recognised that the curriculum should be accessible for those with disabilities. Pupils who have an Education, Health and Care Plan (EHCP), or who have been diagnosed with a learning disability or difficulty will be provided for, according to their needs as detailed in the Special Educational Needs and Disability Policy.

Pupils who are entitled to access arrangements in examinations will be given this in internal as well as all external examinations, and laptops will be allowed and provided, if recommended.

Appropriate measures are put in place to assist those who have EAL needs.

Buildings and Accessibility

It is the policy of the Governors to improve access to buildings and facilities over a period of time, as finances permit. See Appendix 1 for further details.

Vehicular Access

Disabled parking has been provided in the main car park, and future plans for redevelopment of several School facilities will provide extra spaces. Access to the central quad can be achieved for Russell Hall and Skelton Hall events via parking off the North Brink, near the Dwight Centre and Maintenance.

Paths

Wheelchairs have access via paths to most areas of the school, but specific parts of buildings remain inaccessible. Ramps have been constructed to make access possible, but routes may be circuitous. Mobile ramps are available.

Buildings

Many of the School's buildings were erected before consideration was given to disabled access. Recent building development has improved disabled access. Where practicable all new buildings will have lifts, and accessibility by road and/or wheelchair access is a consideration.

Lavatories for the Disabled

An asset register for all on-site male and female toilets can be found at the end of this document, in Appendix 2.

Education

As the school operates a policy of departmental areas, access to some subject teaching could be restricted or impossible. Wherever possible, lessons that are not equipment dependent would be moved to ground floor classrooms where access by wheelchair is possible. Each case would be judged on the circumstances pertaining at the time.

Special Educational Needs

All information relating to SEND can be accessed via the Special Educational Needs and Disabilities (SEND) Policy.

Medical

Prescribed medicines can be administered for medical conditions such as asthma and diabetes, provided the School is in receipt of signed parental consent.

Many classrooms have digital projectors that ease the viewing of subject matter. These will be helpful to those with a sight impediment. Larger print course notes and examination papers will be introduced as and when appropriate. Hearing loops and similar auditory aids will be considered in new buildings.

Welfare

All staff are informed of any pupils with disabilities and of the need to be aware of potential difficulties such as:

- bullying (see anti-bullying policies)
- social communication problems with peers
- potential triggers that can distress pupils with ASD

The centre of the pastoral system is the form tutor, who is the primary point of contact. The HoLS also plays a primary role in the safety and welfare of those pupils on the School's SEN register.

Activities and Trips

The School encourages all pupils to attend a variety of trips, activities and clubs. These may be sporting, cultural or adventurous. At such venues, the programme of activities can be modified to facilitate participation regardless of disability. The School is a strong advocate of the Duke of Edinburgh's Award scheme and is aware that it gives specific guidance to enable disabled pupils to achieve awards. Staffing ratios can be adjusted to provide extra help when necessary, and steps will be taken to ensure the safety of disabled participants. Occasionally it may be considered that the welfare of the pupil with a particular disability cannot be guaranteed due to the nature of the disability and the specific environment and the terrain. In such circumstances, it may not be possible to provide a suitable level of supervision and care to enable the pupil to participate in the activity safely.

APPENDIX 1

WISBECH GRAMMAR SCHOOL ACCESSIBILITY PLAN September 2016 – September 2019 (3 YEAR CYCLE)

		Action	Timescale	Person(s) Responsible
ADMISSIONS	1.	To revise the Admissions Policy to ensure it clarifies school's position on disability.	Completed March 2017 Further review June 2018	Head, Deputy Head Academic, Leader of Teaching and Learning (MH), Head of Admissions and Marketing
	2.	To revise the School's admissions procedures and documentation to ensure fullest possible information is collected about a child's disability prior to an assessment of suitability.	Completed March 2017	Head of Admissions and Marketing
EDUCATION	1.	To consider, as part of the process of constructing the timetable, the opportunity to change rooming if required to enable access for disabled staff or pupils	Ongoing as required	Deputy Head Academic
	2.	To develop policy and practice within teaching departments, in cross-curricular areas and co-curricular activities which enables equal access to the curriculum for disabled pupils, including making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled. Information for departments detailing how to provide accessible resources is available on the	Ongoing as required	All staff (SS, MH, EYFS)

		school network.		
	3.	Off-site activities – as above	Ongoing	Particular reference to be paid by EVCs All staff (SS, MH, EYFS)
	4.	Pastoral care/welfare – as above	Ongoing	All staff (SS, MH, EYFS)
PHYSICAL ENVIRONMENT OF SCHOOL	1.	Regularly consider the School's provision for the disabled, including off-site venues and visitors to the School; e.g. temporary ramps in place in storage to be used as required	Ongoing In response to needs of new pupils or employees or the changing needs of pupils or employees.	Bursar (SS, MH, EYFS)
	2.	The former girls' toilets and locker area opposite Maths room 4 have been converted into a Textiles print/screen wash/dark room. This has avoided moving printing materials and equipment from Harecroft House basement area, up and down steep stairs.	Completed March 2015	Facilities Manager
	3.	Buildings constructed or projects carried: <ul style="list-style-type: none"> 2012 – 2016 Improvements to the IT networking system, whole site system rewire, improved switch gear and server room, giving the end user IT access over the whole site, or remotely 	Completed	Facilities Manager

		<p>from home if required</p> <ul style="list-style-type: none"> 2015 Construction of Skelton Hall (Refectory and Kitchen) Barrier-free access to all, including Disabled toilet and baby changing facilities. <p>2015 Construction of Maintenance and Grounds workshop, building designed to allow reasonable alterations to make building suitable as a Design and Technology block if required, giving disability access to all areas.</p>		<p>Headmaster Bursar ICT Manager</p>
	5.	Land acquired (on lease from National Trust) to enable school sports to be carried out on one site, previously some Rugby and Cricket matches were carried out off site.	Completed 2014	Facilities Manager
	6.	Alterations to main car park, changing traffic flow direction and creating a pathway for all staff, pupils and visitors, including ramp "on and off" access, to give a safer location for all to travel on and off site	Completed 2016	Facilities Manager
	7.	Refurbishment of Mobile 40B, to create a changing room area with 2 WC`s and washbasins.	Completed January 2017	Facilities Manager
	8.	<p>Ongoing construction/maintenance projects:</p> <ul style="list-style-type: none"> New on-site car park for staff to use. This will free up the congested main car park to give safer access for pupils, visitors and parents. Land adjoining Prep school "Triangle" playground rented, increasing the outdoor learning areas, accessible to all To redevelop the Old Dining Hall <p>Campus development 10 year plan, to develop new</p>	<p>In planning stages with Cambridgeshire County Council September 2016, expected completion August 2018</p> <p>May 2018</p> <p>Performing Arts Studio and classroom completed August 2017</p> <p>Early stages of design.</p>	<p>Bursar Facilities Manager</p> <p>Headmaster Bursar Facilities Manager</p> <p>Governing</p>

		facilities around the site including reasonable adjustments for accessibility, Sixth form village, Performing arts centre, sports complex, all of which will enhance the site and enable learning for all.		Body Headmaster Senior team
	9.	Art and Textile rooms, additional textile facilities to be added to art room 1&2 to provide level access for pupils doing Textiles, and Improved computer benches for Mac suite computers.	Planned for Summer 2018	Bursar
	10.	Pavilion, new parent toilets Convert changing room to gender neutral, to provide wider use for all genders. Additional external seating for visitors provided at Pavilion, Skelton Hall and amongst trees.	Planned for Summer 2018	Bursar
	11.	New Photocopying room on ground floor for Pupils, with desk area for pupils with short term disabilities to work at.	Completed April 2018	Bursar
	12.	Improved school signage to give clearer direction to visitors, with high level of colour contrast and clear typeface for visually impaired visitors.	Completed May 2018	Bursar
	13.	Improved external lighting, around school. to provide safe evening access to all school buildings.	Completed Jan 2018	Bursar
	14.	New school reception with level access and direct access to main school car park. Double height reception desk for wheelchair users to sign in.	Completed Summer 2017	Bursar
	15.	Ongoing reviews and documentation: <ul style="list-style-type: none"> • To complete a building access audit for all areas • PEEP 	When time permits	Facilities Manager H&S advisor H&S advisor

AWARENESS AND OBSERVANCE OF POLICY	1.	To make current and prospective parents, pupils and staff aware of the Accessibility Policy (and any related policies).	Ongoing	All staff (SS, MH, EYFS)
	2.	Ensure that changes to policy as a result of reviews are updated on website and in documentation.	Ongoing	Deputy Heads Bursar (SS, MH, EYFS)
	3.	To ensure other related policies are amended and revised to be consistent with the Accessibility Policy.	Ongoing	Deputy Heads Bursar (SS, MH, EYFS)
	4.	To ensure Governing Body have formally ratified the SEND Policy.	Completed Governors' Meeting Lent Term 2018	Clerk to Governing Body (K Massen) (SS, MH, EYFS)
	5.	To promote and maintain an awareness of the needs of those with disabilities through staff meetings and training, and through assemblies, visiting speakers and PSHCE.	Ongoing	Deputy Heads (SS, MH, EYFS)

APPENDIX 2

ASSET REGISTER FOR ON-SITE MALE AND FEMALE TOILETS, INCLUDING DISABLED FACILITIES

Location	Type	Urinals	WC	Washbasins	Showers	Hand driers	Paper Towels	Drinking Fountain	Sanitary Disposal Unit	Cold Water Dispensers
Dwight Centre										
Ground Floor	Boys	1	1	1	0	1	0	0	0	
Ground Floor	Girls	0	1	1	0	1	0	0	1	
First Floor	Boys	2	1	2	0	1	0	0	0	
First Floor	Girls	0	2	2	0	1	0	0	2	
Ground Floor	Disabled & Staff	0	1	1	0	1	0	0	1	
Old School										
Music	Unisex - staff	0	1	1	0	0	1	0	1	
DT	Unisex - staff	1	1	1	0	0	1	0	0	
Maths	Boys	3	2	2	0	1	1	0	0	
Maths	Girls	0	6	3	0	1	1	0	6	
Ground Floor - Medical room	Disabled	0	1	1	0	0	1	0	1	
First Floor - Staff unisex	Unisex - staff	0	1	1	0	1	1	0	0	
First Floor - medical room	Medical room	0	0	1	0	0	0	0	0	
Changing room PE	Boys	2	1	2	4	1	0	0	0	
Changing room PE	Girls	0	3	2	4	1	0	0	3	
Main House										
Staff	Unisex - staff	0	1	1	0	0	1	0	1	

Staff	Unisex - staff	0	1	1	0	0	1	0	1	
Location	Type	Urinals	WC	Washbasins	Showers	Hand driers	Paper Towels	Drinking Fountain	Sanitary Disposal Unit	Cold Water Dispensers
Staff	Unisex - staff	0	1	1	0	0	1	0	1	
Maintenance/Groups	Unisex - staff	0	2	2	1	0	1	0	0	
Refectory										
Foyer	Disabled	0	1	1	0	1	0	0	1	
Foyer	Boys	2	3	5	0	1	0	0	0	
Foyer	Girls	0	5	5	0	1	0	0	5	
Staff	Unisex - staff	0	1	1	0	1	0	0	1	
Staff	Unisex - staff	0	1	1	0	1	0	0	1	
Baby Changing	Baby Changing	0	0	1	0	0	1	0	0	
Kitchen	Unisex - staff	0	1	1	0	1	1	0	1	
Senior School staff room										
Ladies	Ladies	0	4	3	1	1	1	0	4	
Disabled	Disabled	0	1	1	0	1	0	0	1	
Gentlemen	Gentlemen	2	3	3	1	1	0	0	0	
Magdalene House										
Girls	Girls	0	2	2	0	0	1	1	0	
Boys	Boys	2	1	2	0	0	1	0	0	
Crush Hall										
Disabled	Disabled	0	1	1	0	1	0	0	1	
Ladies	Ladies	0	2	2	0	1	1	0	2	
Gentlemen	Gentlemen	2	2	2	0	1	0	0	0	

	n									
New Block										
Ground Floor	Girls	0	4	4	0	1	0	0	4	
Ground Floor	Boys	2	2	4	0	1	0	1	0	
First Floor	Boys	7	4	8	0	2	0	1	0	
Location	Type	Urinals	WC	Washbasins	Showers	Hand driers	Paper Towels	Drinking Fountain	Sanitary Disposal Unit	Cold Water Dispensers
Science										
First Floor	Boys	4	1	5	0	1	0	0	0	
First Floor	Girls	0	3	3	0	1	0	0	3	
Staff	Ladies	0	2	2	0	0	1	0	2	
Alan Salmon Hall										
First Floor	Boys	0	2	2	0	1	0	0	0	
First Floor	Girls	0	2	2	0	1	0	0	2	
Cricket Pavilion										
Boys	Boys	2	1	3	4	1	0	0	0	
Girls	Girls	0	2	3	4	1	0	0	2	
Hazel Centre										
Second Floor	Unisex - staff	0	1	1	1	0	1	0	1	
First Floor	Girls	0	3	2	0	1	0	0	3	
First Floor	Boys	2	1	1	0	1	0	0	0	
Ground Floor	Disabled	0	1	1	0	1	0	0	1	
Cold Water Dispensers										
Senior School staff room		0	0	0	0	0	0	0	0	1
Prep School staff room		0	0	0	0	0	0	0	0	1
PE		0	0	0	0	0	0	0	0	1
Maths corridor		0	0	0	0	0	0	0	0	1

TOTALS										
Boys	Boys	29	20	37	8	12	2	2	0	0
Girls	Girls	0	33	29	8	10	2	0	32	0
Staff - Ladies	Ladies	0	8	7	1	2	3	0	8	0
Staff - Gentlemen	Gentlemen	4	5	5	1	2	0	0	0	0
Disabled	Disabled	0	6	6	0	5	1	0	5	0
Staff - unisex	Unisex - staff	1	12	12	2	4	9	0	7	0
Baby Changing	Baby Changing	0	0	1	0	0	1	0	0	0
Medical Room	Medical room	0	0	1	0	0	0	0	0	0
Cold Water Dispensers	Cold Water Dispensers	0	0	0	0	0	0	0	0	4

D for E Advice on standards for school premises suggest a provision of:

- One toilet per 20 pupils but fewer sinks for over 11-year-old
- One toilet per 20 pupils but fewer sinks for over 11-year-old
- One toilet per 20 pupils but fewer sinks for over 11-year-old
- One toilet per 20 pupils but fewer sinks for over 11-year-old
- One toilet & washbasin for every 20 pupils aged 5 - 11 years
- One toilet & washbasin for every 20 pupils aged 5 - 11 years
- One toilet & washbasin for every 10 pupils under 5 years
- One toilet & washbasin for every 10 pupils under 5 years