



**HERSCHEL GRAMMAR SCHOOL**

## **Accessibility Plan for Disabled Students**

**Date approved:**

**May 2025**

**\*Date for revision:**

**May 2028**

**Responsibility:**

**Full Governors Committee**

**Approved by full Governing Body:**

**Author:**

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**\*subject to any relevant changes in legislation or other appropriate guidelines**

## **Definition**

A person has a disability if they have a physical or mental impairment, and if the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

## **The School**

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Equality Act of 2010 places the following duties on Schools:

- Increasing the extent to which disabled students can participate in the curriculum;
- Improving the delivery to disabled students of information which is readily accessible to Students who are not disabled;
- Improving the physical environment of the School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School.

Herschel Grammar School is keen to give every opportunity for disabled students who meet the admissions criteria. The School will make reasonable adjustments to assist a disabled student however the physical layout of the School means that we may be unable to adequately provide for a student with severe disabilities. Parents and pupils are strongly urged to visit the school to gain an understanding of its physical layout.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

## **Involvement in school life**

Herschel Grammar School is fully committed to ensure that less favourable treatment does not occur and in particular in the following areas:

- Curriculum (including sport, music & drama)
- Extracurricular activities (including sport, music & drama)
- Examination arrangements

- Discipline (including exclusion)
- Preparation for higher education/careers
- Social activities run by the School
- Educational visits
- Leadership roles

The School is committed to making reasonable adjustments in order to enable access to the full range of educational opportunities and extra-curricular activities provided. However, in making reasonable adjustments the School will also consider:

- The financial resources available
- Health & Safety requirements
- The interests of other students
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### **Students with physical disability or medical condition**

Prospective parents whose child has a physical disability or a serious medical condition are advised to discuss this with the School before completing the Common Application Form. If the condition is serious enough to warrant a statement of special educational needs the parent should discuss this with their home Local Authority in order to ensure the selection of an appropriate school which may include Herschel Grammar School. This is to ascertain whether the School would be able to make appropriate provision for the child with their condition. Once their child has been offered a place at the School parents should make arrangements to discuss in detail their child's condition and needs and to allow the School to liaise with any health care professionals already involved.

If any student develops a serious medical condition whilst at the School, plans will be made in response to the individual need and in consultation with parents and health care professionals.

### **Accessibility Plan**

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This Plan is shown below and may be viewed on the School's website.

### **Complaints**

Any complaints of unlawful discrimination under the Act should be made through the School's complaints procedure.

### **Access to the curriculum**

The School's Additional Needs Coordinator will liaise with parents and relevant professionals to identify the individual needs of disabled students and how to meet them. Generic resources may include materials in large print, audio books, portable

audio amplification, ICT support such as a laptop or tablet device. Curriculum areas such as PE, Design and Technology, Music, Drama and Art would take advice as necessary to accommodate the individual disability. Herschel Grammar School does not presently employ specialist Learning Support Assistants. Basic first aid and medical intervention is provided through the Medical Needs Coordinator.

## **The physical environment**

Herschel Grammar School has good vehicular access and has paved areas to the side which gives access to car parking including disabled parking and the main reception. The School is made up of five separate buildings all with step-free access. All the buildings are fully accessible by wheelchair with the exception of the main teaching block (4 storeys) and the Sixth Form block (2 storeys) where only the ground floor is accessible. Access to the library and Science rooms are limited for pupils with mobility conditions. There is a specialist ICT room located on the ground floor. Science practical lessons can be carefully planned and accessed on the ground floor if needed. Laptop trollies are available on the ground floor for students with mobility conditions. There is wheelchair access to the MFL building, however the front lawn needs to be used to access the ramp with assistance. The well of the main hall can now be accessed using the ramp from the dining room.

The School does not have special facilities for the hard of hearing. The school has equipment and resources for visually impaired students with support from the local sensory consortium.

## **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by LGB.

It will be approved by LGB.

## **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

# Herschel Grammar School

## Accessibility Plan Delivery

### Physical Environment

<b>Building</b>	<b>Section</b>	<b>Action</b>	<b>Target Date</b>
Whole School	General	Update signage based on students' needs	As required by individual students
Whole School	Information	Review school documentation to ensure disabled students, staff, parents and visitors are properly catered for, encouraged and supported	As required by individual students
Sport centre	Toilet provision	Add message to reception sign in screen to inform visitors of where the disabled toilets are. Disabled toilets in the sports centre are clearly labelled.	January 2021
Main School building	Alarm/Evacuation	Ensure the evacuation is reviewed for each disabled child and full use of the Evac chairs are made in case of evacuation. Teaching staff are advised of how to evacuate students with mobility problems.	as required by individual students
Whole School	All Rooms	There are no facilities in the School to assist the hard of hearing. The School will assess the needs of a student with hearing difficulties and consider appropriate systems where possible.	as required by individual students

### Access to the Curriculum

<b>Building</b>	<b>Section</b>	<b>Action</b>	<b>Target Date</b>
Whole School	General	The school will make reasonable adjustments in order to enable disabled students access to the full range of educational opportunities and extra-curricular activities provided. The needs of a student will be assessed on an individual basis.	as required by individual students

### Improved delivery of the Curriculum

<b>Building</b>	<b>Section</b>	<b>Action</b>	<b>Target Date</b>
Whole School	General	The School's Additional Needs Coordinator will liaise with parents and professionals to identify the individual needs of the students and how to meet them. This will be done on an individual basis to best suit the individual student's requirements.	as required by individual students