



## **St Olave's Grammar School Accessibility Plan**

### **Context**

The Accessibility Plan seeks to meet the requirements of The SEN and Disability Act 2001 and The Equality Act 2010, which requires educational establishments to take measures to meet the reasonable needs of potential building users in anticipation of these needs.

St Olave's Grammar School acknowledge the requirements of Act and the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

The School uses the broad definition of 'disability' as describing the circumstances of a person who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day-to-day activities.

### **Policies relating the Accessibility Plan**

The Accessibility Plan should be read and considered alongside other related School policies and documents, which include:

- Admissions
- Attendance
- Child Protection
- Equality
- Health and Safety
- SEND Information Report

In accordance with the School's Equality Policy, the School's Accessibility Plan is designed to support the elimination of unlawful discrimination, harassment and victimisation and other conduct which is legally prohibited.

### **Aims**

The School's Accessibility Plan sets out how the School will improve equality of opportunity for those with disabilities.

The statutory framework creates three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for reasons related to their disability;
- to make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage including potential adjustments that may be needed in the future;

- to plan to increase access to education for disabled pupils.

The School complies with these duties in the three areas by:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils.

### **Responsibilities**

The Governing Body have delegated the responsibility for the Accessibility Plan and its implementation to the Headteacher. The Headteacher will ensure that the effectiveness of the plan is evaluated annually.

All staff have a duty to:

- promote equality of opportunity;
- eliminate discrimination;
- eliminate harassment of persons related to any impairments;
- promote positive attitudes towards those people with disabilities;
- encourage participation by people with disabilities in public life;
- take steps to take account of disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

### **Action Plan**

The School provides a learning community where pupils are supported and challenged to achieve their fullest potential. It aims to ensure that every pupil succeeds by:

- providing an inclusive education within a culture of high expectations;
- giving pupils confidence that they can succeed.

Every pupil, parent, member of staff and visitor, is made welcome irrespective of ethnicity or disability.

The School complies with the aims of the Accessibility Plan by seeking to:

- increase the extent to which disabled pupils can participate in the curriculum by enabling relevant adaptations of the curriculum, the learning environment and the resources;
- ensure that there is safe access for all users of the School, irrespective of their disability;
- utilise the physical environment to develop the extent to which disabled pupils can take advantage of education and associated services;
- provide equality of access to the building and use of facilities to all pupils, staff, and visitors.
- audit existing provision;
- identify areas where disabilities are not fully provided for;
- implement staff training to meet identified needs;
- budget and plan for changes to the physical environment to meet identified needs;
- enable continued development of students' understanding of disability;
- further develop strategies aimed at preparing pupils with disabilities for their future place in society.

The specific steps taken by the School to comply with the Action Plan are detailed at Appendix A

St Olave's Grammar School processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The School complies with the requirements of the data protection legislation as detailed in the School's Data Protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The School safeguards the personal data it collects through the operation of the Data Protection Policy and processes. The school also takes steps to ensure that all its contracts involving data processing have the GDPR compliant provisions.

## Appendix A: Increasing the extent to which disabled pupils can participate in the school curriculum

The School's commitment to pupils with Special Educational Needs and Disabilities demands that colleagues identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. This includes the provision of any necessary auxiliary aids. Working alongside the Local Authority, the SENCO ensures that additional resources are available where appropriate.

The pastoral team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Occupational Therapists and Physiotherapists
- Educational Psychology Department
- Hearing Impairment Teachers and Services
- The ASD Advisory Team
- The Phoenix Centre
- The Sensory Support Services
- Specific learning difficulties assessors
- Bromley wellbeing and CAMHS
- Hospital consultants and specialist nurses
- Social services and Early help
- Speech and Language support services

The School seeks to set suitable learning challenges for all students by:

- responding to students' diverse needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students.

The school will establish a sustainable framework to meet the curriculum needs of all students regardless of background or prior attainment. This will involve:

- a regular review of the whole school curriculum which will involve identifying the range of opportunities for all children including those with learning and physical disabilities;
- incorporating high expectations;
- developing skills for life-long learning;

The school will continue to prioritise increasing curriculum access for all students by:

- developing staff skills and expertise through training and collaboration;
- developing effective differentiation to ensure tasks are matched both to the individual student's needs;
- continuing to explore and utilise technology to enhance learning and prepare all students for future study and work.

To support these priorities, the school will:

- continue to track and monitor the progress of individuals and groups of students with disabilities;
- use this information to inform the deployment of support staff and resources;

- use this information to support initiatives to meet the needs of every child, and prepare children for the wider community.

The school provides effectively for children with additional educational needs by ensuring:

- it has well trained teachers and support staff;
- a creative approach to the curriculum which encourages adaptability to meet all students' needs and maximises their access to the widest possible range of educational and career opportunities;

The physical structure of the building is well-suited to meet the majority of needs:

- with effective interagency links which enable forward planning for disabled children;
- by monitoring progression to ensure students make comparable progress in relation to age and prior attainment when individual needs are taken into consideration;
- by facilitating appropriate testing for examination access arrangements and applying for appropriate examination concessions.

Relevant developments will be shared with all staff and implementation will be enabled by the School's flexible approach to initiative.

Disabled children have access to the extended school day, each opportunity/activity is assessed and access enabled wherever possible in consultation with staff, parents and students.

### **Improving access to the physical environment of the school**

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by the school.

Accessibility principles will be given full and appropriate consideration in the design of any future developments.

The school is committed to the physical environment providing outstanding provision for the majority of disabilities. Consideration to future developments to the physical environment will include:

- identification of areas of the site to provide a more stimulating/quiet/protected area from 'normal' Recreation areas for students requiring alternative provision;
- Provision for the visual and hearing impaired on entry and throughout the school;
- Resources for employing disabled teachers and other staff, including securing funding from the Access to Work' programme;
- a continuing programme of internal redecoration;
- a continued review of all aspects of site signage.
- all new projects are assessed and developed with disability in mind.

### **Improving the delivery of information to disabled persons**

Colleagues are aware of the services available through the Local Authority for converting written information into alternative formats. Pupils will also have access to the necessary auxiliary aids to promote accessibility.