



TOWNLEY
— EST 1937 —
GRAMMAR SCHOOL

ACCESSIBILITY POLICY

Introduction

Townley Grammar School is dedicated to offering exceptional teaching and learning experiences while supporting all students in achieving academic and personal excellence. We set high expectations for each pupil and work tirelessly to ensure every student fully engages with our comprehensive curriculum. We embrace the diversity within our school community and highly value the contributions that students with special educational needs and/or disabilities (SEND) make to school life.

At Townley Grammar School, we are unwavering in our commitment to ensuring that our policy is applied fairly and without discrimination, per the UK Equality Act (2010). This policy is relevant to every member of our school community and covers all aspects of diversity. We are dedicated to ensuring its effective implementation through the procedures outlined in this document, providing a secure and confident environment for all.

Our Admissions policy (available on our website) is designed to eliminate entry barriers for students with special educational needs and/or disabilities. We are committed to being a fully inclusive school, as reflected in our mission to equip every child with the confidence, skills, knowledge and values necessary to succeed in their future education. This approach to education inspires and motivates us to offer support and guidance to parents and carers, helping them make well-informed decisions about their child's transition to secondary education.

We continually assess and improve our school's physical facilities, within reason, to ensure that students with disabilities can access educational opportunities and services. We also provide written information in formats that are accessible and tailored to support students with disabilities in their learning when it is deemed necessary.

Our staff regularly evaluate and adjust their teaching methods to remove any barriers that might prevent students with disabilities from fully participating in learning. We offer thorough and ongoing training for both teaching and associate staff, helping them better understand disabilities and address any challenges that might arise. Furthermore, we emphasise the importance of using respectful language and ensuring that teaching materials include positive representations of disability whenever possible.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities.

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

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in developing this accessibility plan, including students, staff and trustees.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan under the Equality Act 2010.

<i>Aim</i>	<i>Current Good Practice (inc. established practice and practice under development)</i>	<i>Objectives (short, medium and long-term objectives)</i>	<i>Actions to be Taken</i>	<i>Person Responsible</i>	<i>Date to be Completed</i>	<i>Success Criteria</i>
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<p>Increase access to the curriculum for pupils with a disability</p>	<p>Adaptive teaching approach: The curriculum is adapted to meet the diverse needs of all learners, including those with SEND, using strategies such as:</p> <ul style="list-style-type: none"> ● Providing a range of learning activities to cater to different learning approaches, preferences and abilities. ● Providing various resources, including visual aids, audio recordings, and digital materials. ● Assistive Technology (AT) - provision of AT such as: <ul style="list-style-type: none"> ○ Exam Reading Pen to support reading fluency. ○ Graphic organisers to support planning and organisation. ○ Google Chromebook - all students have access to a Google Chromebook to enable them to adapt to the pace of learning and access resources to align with their cognitive processing speed. ○ Multiple means of engagement: students with communication difficulties or who are reluctant to engage in group discussions can effectively communicate with staff using the RAG pages in planners and mini whiteboards. 	<p>Short term:</p> <ul style="list-style-type: none"> ● Conduct a full audit of the current AT provision and identify gaps within the next term. ● Deliver training to staff focusing on upskilling 'unmasking' barriers to learning and wellbeing. <p>Medium-term:</p> <ul style="list-style-type: none"> ● Develop and implement Personalised Plans and Provision Maps for all pupils with SEND, including specific AT and curriculum access strategies within the next two academic years ● Monitoring the effectiveness of the CPD sessions that focus on Inclusive practices by triaging information (outcomes, QA teaching and learning, students and staff voice) <p>Long term: Establish a system for ongoing review and evaluation of curriculum accessibility, with regular reviews conducted</p>	<p>Short-term:</p> <ul style="list-style-type: none"> ● Within the next term (e.g., by the end of the first half-term) <p>Medium-term:</p> <ul style="list-style-type: none"> ● Within the next two academic years, review the inclusion practices of each curriculum area delivered by the teaching staff. <p>Long-term:</p> <ul style="list-style-type: none"> ● Ongoing review and improvement 	<p>Senior Leadership Team Heads of Department SENDCo</p>	<p>See School Calendar for dates relevant to the timeframe outlined in this Action Plan.</p>	<ul style="list-style-type: none"> ● Increased student engagement and attainment for pupils with disabilities, as measured by: * Improved attendance and punctuality ● Increased participation in lessons. ● Improved grades and exam results. ● Outcomes linked to personalised targets set by staff. ● Positive feedback from pupils, parents, and staff on the effectiveness of accessibility measures. ● Data demonstrating improved academic progress for pupils with disabilities.
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	<p>Inclusive Curriculum: The curriculum incorporates diverse perspectives and includes examples of people with disabilities, promoting inclusivity and challenging stereotypes.</p>	<p>annually.</p> <ul style="list-style-type: none"> ● Provide ongoing support and training by a range of staff on how Inclusive practices empower vulnerable students within their curriculum areas. As part of the school's internal QA of teaching and learning, a 'bank' of case studies evidence the impact of their targeted approach is collated. 				
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<p>Improve and maintain access to the physical environment</p>	<p>The school's environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Elevators ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height <p>We are guided by professionals working with individual students when making necessary adjustments to the environment (within our ability) that align with the disability.</p> <p>We will (within our ability) make reasonable adjustments to accommodate the disabilities of adults who require access to the school site.</p>	<p>Short-term: Conduct a comprehensive accessibility audit of the school building, including all areas mentioned in current practice, within the next term. Develop a prioritised action plan to address any identified accessibility gaps within the next academic year.</p> <p>Medium-term: Implement the short-term action plan, addressing the most urgent accessibility issues within the next 2 academic years. Develop a long-term accessibility plan for ongoing improvements and maintenance, including a schedule for regular reviews and updates.</p> <p>Long-term: Create a fully inclusive and accessible learning environment for all pupils, staff, and visitors, with continuous improvement</p>	<ul style="list-style-type: none"> ● Conduct a physical accessibility audit of the school building, including all areas mentioned in current practice. ● Develop a prioritised action plan based on the audit findings. Implement the action plan, including necessary adaptations to the physical environment. ● Regularly review and update the long-term accessibility plan. ● Consult with pupils, parents, staff, and disability professionals on accessibility needs and improvements - secure funding for accessibility 	<p>Site Manager</p> <p>Facilities Manager</p> <p>School Business Manager</p> <p>Senior Leadership Team</p> <p>Designated Trustee for Health and Safety</p>	<p>Short-term: Within the next academic year</p> <p>Medium-term: Within the next 2 academic years</p> <p>Long-term: Ongoing review and improvement</p>	<ul style="list-style-type: none"> ● All students, staff, and visitors, regardless of disability, can safely and independently access all areas of the school (needs to be compliant with the Safeguarding and Child Protection Policy). ● Positive feedback from pupils, parents, staff, and visitors on the accessibility of the school environment. ● Compliance with relevant building regulations and accessibility standards (e.g., Building Regulations 2010, Equality Act 2010). ● Documented evidence of improvements made based on audits and feedback.
		<p>based on feedback and evolving best practices.</p>	<p>improvements where needed.</p>			

<p>Improve the delivery of information to pupils with a disability</p>	<p>Townley Grammar School uses various communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large-print resources ● Induction loops ● Pictorial or symbolic representations ● Translation to international groups visiting the school on exchange programmes. ● Accessible emails. ● Subtitles/Closed Captions on videos in lessons and assemblies. 	<p>Short-term: Review and update the school's communication channels and methods to explicitly include accessibility guidelines and best practices within the next term. Conduct a staff training session on accessible communication methods, including those already in use and additional strategies, within the next academic year.</p> <p>Medium-term: Develop a system for proactively offering information in alternative formats (e.g., large print) upon request, with clear procedures for making requests, within the next academic year. Explore and implement additional assistive technologies and communication tools to further enhance accessibility within the next two academic years.</p> <p>Long-term: Embed accessible communication practices into all aspects of school life, with regular reviews and updates to ensure ongoing effectiveness and inclusivity.</p>	<ul style="list-style-type: none"> ● Develop and deliver staff training on accessible communication. ● Research and implement additional assistive technologies and communication tools. ● Regularly audit school communications (website, newsletters, letters, etc.) for accessibility. ● Consult with disability support organizations (e.g., Visual and Hearing Impairments advice service) for guidance and best practices. 	<p>Staff member responsible for communication Website Designer SENDCo Senior Leadership Team</p>	<p>Ongoing review and improvement</p>	<ul style="list-style-type: none"> ● All students, staff, parents, and visitors can easily access and understand school information. ● Increased engagement of pupils with disabilities in school activities and events. ● Reduced instances of communication barriers for pupils with disabilities.
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. The SENDCo, supported by the Senior Leadership Team, will present any amendments to this policy to the board of trustees for review.

It will be approved by the board of trustees.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Child Protection and Safeguarding policy
- Special educational needs (SEN) information report
- SEND policy
- First Aid policy