



Thinking Schools Academy Trust
“Transforming Life Chances”

The Holcombe Grammar School
Accessibility Plan

Policy Holder: Phil O’Nyon

Position: Facilities Manager

Date Ratified: TBC

Review Date: TBC

Vision Statement

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 disabled students can participate in the curriculum
- Improve the physical environment of the School to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Holcombe Grammar School aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The School Vision Statement

The Thinking Schools Academy Trust transforms life chances based on the understanding that education is the key to accessing these opportunities and we support and develop every member of our community to:

- Think about their Thinking
- Be their Best self
- Shape their Success

Holcombe is an ambitious and supportive Grammar School where life chances are transformed through Mastery, Endeavour and Thinking.

At Holcombe, we seek to create an environment in which students and staff feel able to explore and express themselves. Over time we hope to reassure students that rather than suggesting they believe certain things, or act in certain ways, we are providing opportunities for them to investigate what they themselves believe.

The 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. We have included a range of stakeholders in the development of this accessibility plan.

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

Signature:

Date: TBC

Name: Lee Preston

Position: Headteacher

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 on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Please note that an accessibility audit of the school is carried out annually. Further accessibility audits are carried out as appropriate (according to the needs of our student body) to enable a full and complete action plan to be developed.

Aim	Current good practice <i>Established practice and practice under development</i>	Person responsible	Check of good practice completed and any comments/further actions required	Date to complete
1. Increase access to the curriculum for pupils with a disability	Our school offers a broad and balanced curriculum for all pupils irrespective of any disability. Adaptions are made where appropriate.	Headteacher	The curriculum is designed to be ambitious for all learners. All staff are trained in adapting the curriculum to meet specific needs.	Check complete
	Maintains a register of pupils with a disability. Include students with a disability on our SEN 'K' register. Staff are aware of children with disabilities such as dyslexia, ADHD, diabetes etc. and plan accordingly.	SENCO	Arbor is the registers used for students with SEND. All information is found on Arbor. Student passports contain all the information required for staff.	Check complete
	Monitors patterns of attendance for students with a disability.	Assistant Headteacher and AIC	Attendance is monitored on a daily basis. Where specific adjustments are needed to support a student attending these are discussed with the SENCO, Assistant Headteacher. Student Services Manager and Attendance Improvement Coordinator in Pastoral Meetings	Check Complete

	Monitor participation in extra-curricular activities. Students have full access to trips and extra-curricular	Assistant Headteacher and KS4 Lead (SLS)	Arbor updated with accurate clubs and enrichment attendance.	Check Complete
	activities including the use of risk assessments where appropriate.		Risk assessments used where appropriate and adaptations considered, where required, to allow students to access full range of opportunities.	
	We use resources tailored to the needs of pupils who require support to access the curriculum. Staff receive training to enable them to support students with disabilities appropriately.	SENCO	All staff have access to Student Passports on Arbor, so they are aware of strategies needed for students to reach their full potential. Staff briefings and CPD ensure that staff are aware of the different needs of students as well as strategies to support.	Check complete

	Curriculum resources include examples of people with disabilities alongside awareness and students have opportunities to meet people with a variety of disabilities.	Deputy Headteacher & Heads of Department	Curriculum Intent priorities include recognising diversity. When planning curriculum HODs consider how to increase the diversity of the content including focusing on key figures. Curriculum audit regarding diversity within curriculum. Holcombe welcomes a wide range of external visitors.	Check Complete
	Curriculum progress is tracked for all pupils, including those with a disability	Deputy Headteacher & Heads of Department	Use of in school trackers allow accurate tracking of all Holcombe students,	Check Complete

			including those with a recognised disability.	
	Targets are set effectively and are appropriate for pupils with additional needs	Deputy Headteacher and Data Manager	Targets are set using national data, KS2 sats results and GCSE results for 6 th formers. Where internal targets are created, they incorporate information from a range of assessments, including GL tests and progress testing.	Check complete
	The curriculum is reviewed to make sure it meets the needs of all pupils/	Headteacher and Heads of Department	Systems are in place with external and internal quality assurance to ensure that the curriculum is meeting the needs of all learners.	Check complete

Improve and maintain access to the physical environment	Disabled parking bay	Thinking Facilities	Disabled bay is in good condition and free of obstructions	Check Complete
	Disabled toilets and changing facilities	Thinking Facilities	All disabled toilet alarms and arm rests checked	Check complete
	Ensuring that all disabled students understand fire notices and have an up-to-date PEEP (Personal Emergency Evacuation Plan).	Thinking Facilities & Office Manager	All fire notices and signage are updated	Check complete
	Parents/carers are consulted about access needs during transition/when a child is admitted to the School and during review meetings	SENCO, Head of Year 7 and Student Services	Systems are in place to support. Visits are made to the primary school by staff. Additional vulnerable student transition days are arranged in liaison with parents and primary schools. Meetings are arranged to allow for parents of pupils with SEN to attend the school to discuss their child with the SEN team.	Check complete
3. Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • pictorial or symbolic representations	SENCO Thinking Facilities	Systems are in place to support. All information is on the SEN policy and SEN information report.	Check complete

4. Ensure that disabled adults are considered equally with others for posts in the School.	• To welcome all applicants for teaching and non-teaching posts • To encourage all members of the community to consider becoming a governor.	Headteacher & Governors	Systems for recruitment and shortlisting allow for full access to all applicants. Additional requirements for interviews are explored ahead of time.	Check complete
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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 the Headteacher.

It will be approved by the Headteacher and Chair of Governors.

Links with other policies

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

- Health and safety policy
- Health and Safety Management System
- Equality Policy
- SEND Policy
- SEND Information Report
- Supporting Students with Medical Conditions Policy

