

SEND 3 Year Accessibility Policy (A15)

Scope:	Whole School (including Boarding)
Release date:	October 2024
Review date:	October 2027
Authors:	Facilities Manager, Head of Learning Support
Reviewers:	Deputy Head Academic, Bursar
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Approval body:	Board of Directors <i>(Ratified at FComm Board Meeting)</i>

Linked documents

This Policy should be read in conjunction with the

- SEND Policy (A2)
- Safeguarding Policy (A6)
- Risk Assessment Policy (A6)
- Admissions Policy (A1)
- Curriculum Policy (A3)
- Peer on Peer Abuse Policy (A4)
- Educational Visits Policy (Internal)
- Equal Opportunities and Diversity Policy (Internal)
- Teaching and Learning Policy (Prep School) (Internal)
- Boarding Information Handbook

Acronyms

EAL	English as an Additional Language
EAP	English for Academic Purposes
EVC	Educational Visit Coordinator
EYFS	Early Years Foundation Stage
H&S	Health and Safety
Prep	WGS Prep School
SEN	Special Educational Needs
SENCo/HOLS	Special Educational Needs Coordinator/ Head of Learning Support
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.

Edition Changes

<u>Edition Release 2024</u>	
Location of change	Clause impacted
Throughout document: MH/Magdalene House changed to Prep School Governors changed to Board of Directors Updated previous Accessibility Plan to new date range of September 2024 to September 2027 (3 year cycle) with completed activities moved to separate section so that noted. Changed various building and area names and service provision list, updated completed project list	

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 October 2024.

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 mobility may have in accessing all the facilities that the school offers and we will do what is reasonable to ameliorate this situation.

The long-term building programme takes into account the need to meet disability legislation.

The Board of Directors, 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 assessment, 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
- separate room for read aloud arrangements
- laptop computers
- accessibility to the examination room for impaired mobility pupils

It will not be possible to provide an assessment 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.

Pupils from overseas will sit a Maths and English test, designed to test both their academic level and their ability to cope with academic study in a language not their own; they will also be required to produce relevant reports and testimonials from their current school. Possible requirements for access arrangements for these tests will be determined and addressed in advance. There will be a MS TEAMS or face to face interview with the Headmaster or Senior Deputy Head Prep School at which individual needs will be explored, and access arrangements discussed as necessary.

In order to cope with the academic and social demands of Wisbech Grammar School, pupils must demonstrate a good understanding of the English language. Tuition in English as an Additional Language (EAL) or English for Academic Purposes (EAP) can be arranged. Such measures allow pupils to access our curriculum.

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 Board of Directors 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 events and access to the Skelton Hall is via parking on the main Senior School playground.

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. The School's buildings have been adapted to better ensure persons with a visual impairment can navigate the site.

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 interactive boards 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 peer on peer abuse policy)
- social communication problems with peers

The centre of the pastoral system is the form tutor, who is the primary point of contact. The Head of Learning Support also plays a primary role in the safety and welfare of those pupils on the School's SEND list.

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: Accessibility Plan September 2024 to September 2027 (3 year cycle)

	Action	Timescale	Person(s) Responsible	Scope of Responsibility
Admissions				
1.	Regularly review the Admissions Policy (within standard annual cycle) to ensure it remains appropriate and reflects the school's position on disability.	At each annual review cycle or as required	Head of Admissions and Marketing	Whole School SS, Prep, EYFS
2.	Regularly review the School's admissions procedures and documentation to ensure any learnings are carried forward to ensure the fullest possible information is collected about a child's disability prior to an assessment of suitability.	At each annual review cycle or as required	Head of Admissions and Marketing	Whole School SS, Prep, EYFS
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 (SS), Leader of T&L (Prep)	Whole School SS, Prep, EYFS
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 school network.	Ongoing as required	All staff	Whole School SS, Prep, EYFS
3.	Off-site activities – as above	Ongoing	EVCs All staff	Whole School SS, Prep, EYFS
4.	Pastoral care/welfare – as above	Ongoing	All staff	Whole School SS, Prep, EYFS

	Action	Timescale	Person(s) Responsible	Scope of Responsibility
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	Whole School SS, Prep, EYFS
2.	Campus development 10 year plan, to develop new 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.	Early stages of design.	Board Headmaster Senior team	
3	Demolition of inaccessible mobile classrooms	Completed October 2024	Facilities Manager	
4.	Creation of gender neutral toilets on the Ground Floor of Dwight Centre	Completed September 2024	Facilities Manager	
5.	Ongoing reviews and documentation: <ul style="list-style-type: none"> To complete a building access audit for all areas To complete PEEPs for individuals with need 	When time permits When cases require	Facilities Manager 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	Whole School SS, Prep, EYFS
2.	Ensure that changes to policy as a result of reviews are updated on website and in documentation.	Ongoing	Deputy Heads Bursar	Whole School SS, Prep, EYFS
3.	To ensure other related policies are amended and revised to be consistent with the Accessibility Policy.	Ongoing	Deputy Heads Bursar	Whole School SS, Prep, EYFS
4.	To ensure Board have formally ratified the SEND Policy.	Ongoing	Directors	Whole School SS, Prep, 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, Prep, EYFS

Buildings constructed or projects carried out since 2004 that have included improved access or learning for disabled staff or pupils:

- 2002 Dwight Centre, (was a performing Arts Centre now Sixth form Centre) Disabled access, lift to the first floor, disabled toilet
- 2004 Senior school staff room, with improved access and a disabled toilet that could be made available to users situated in the adjacent teaching areas.
- 2006 Alan Salmon Hall. A lift shaft is in place to allow the provision of a lift to the first floor if required, wheelchair access to ground floor
- 2009 Hazel Centre (was Sixth Form Centre now a Boarding House) Disabled access to ground floor, and accessible toilet
- 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 from home if required
- 2014 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.
- 2014 Construction of concrete ramp in the car park for step free access to School buildings. Could be removed, as covered below
- 2015 Construction of Skelton Hall (Refectory and Kitchen) Barrier-free access to all, including Disabled toilet and baby changing facilities.
- 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.
- 2016 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
- 2017 Refurbishment of Mobile 40B, to create a changing room area with 2 WC`s and washbasins.
- 2017 Redevelopment of the Old Dining Hall to create a dance and drama studio
- 2018 Agreement with the National Trust and tenant to licence land adjoining Prep school “Triangle” playground, increasing the outdoor learning areas, accessible to all
- 2018 Project Kaizan
 - Conversion of geography rooms into music classrooms
 - Refurbishment of mobiles into Humanities hub (now Languages) with improved access
 - Refurbishment of Dwight into a Sixth Form Centre
 - Refurbishment of Hazel into a Boarding Facility
- 2020 Visual impairment improvements – stair strips etc.

Appendix 2: Asset register for on-site toilets, including disabled facilities

Location	Type	Urinals	WC	Wash basins	Showers	Hand driers	Paper Towels	Drinking Fountain	Sanitary Disposal	Cold Water Dispenser
Dwight Centre										
Ground Floor	Unisex - Staff	0	1	1	0	1	0	0	1	0
Ground Floor	Gender Neutral Accessible	0	1	1	0	1	0	0	1	0
Ground floor	Gender Neutral Accessible	0	1	1	0	1	0	0	1	0
First Floor	Boys	2	1	2	0	1	0	0	0	0
First Floor	Girls	0	2	2	0	1	0	0	2	0
Senior School										
Music Cottage	Unisex - staff	0	1	1	0	0	1	0	1	0
Drum Room	Unisex	0	1	1	0	0	1	0	1	0
DT	Unisex - staff	1	1	1	0	0	1	0	0	0
English	Boys	2	2	3	0	1	0	0	0	0
English	Girls	0	6	3	0	1	0	0	6	0
Ground Floor - Medical room	Disabled	0	1	1	0	0	1	0	1	0
First Floor - Staff unisex	Unisex - staff	0	1	1	0	1	1	0	1	0
Changing room PE	Girls 2	0	3	2	5	2	0	0	3	0
Senior School staff room										
Staff Room Foyer	Ladies	0	4	3	1	1	1	0	4	0
Staff Room Foyer	Disabled	0	1	1	0	1	0	0	1	0
Staff Room Foyer	Gentlemen	2	3	3	1	1	0	0	0	0
Skelton Hall										
Foyer	Disabled	0	1	1	0	1	0	0	1	0
Foyer	Boys	2	3	5	0	1	0	0	0	0
Foyer	Girls	0	5	5	0	1	0	0	5	0
Foyer	Unisex - staff	0	2	2	0	2	0	0	2	0
Foyer	Baby Changing	0	0	1	0	0	1	0	0	0
Kitchen	Unisex - staff	0	1	1	0	1	1	0	1	0
WGS Prep School										

Location	Type	Urinals	WC	Wash basins	Showers	Hand driers	Paper Towels	Drinking Fountain	Sanitary Disposal	Cold Water Dispenser
First Floor	Boys	7	4	8	0	0	1	1	0	0
Ground Floor	Girls	0	4	4	0	0	1	0	0	0
Ground Floor	Boys	2	2	3	0	0	1	1	0	0
Reception Class Room	Boys	2	1	2	0	0	1	1	0	0
Reception Class Room	Girls	0	2	2	0	0	1	1	0	0
Pupil Services										
Foyer	Disabled	0	1	1	0	1	0	0	1	0
Foyer	Ladies	0	2	2	0	1	1	0	2	0
Foyer	Gentlemen	2	2	2	0	1	0	0	0	0
Science										
First Floor	Boys	4	1	4	0	1	0	0	0	0
First Floor	Girls	0	3	2	0	1	0	0	3	0
Staff	Ladies - Staff	0	2	2	0	0	1	0	2	0
ASH										
First Floor	Boys	0	2	2	0	1	0	0	0	0
First Floor	Girls	0	2	2	0	1	0	0	0	0
Kindergarten Class Room	Unisex	0	4	4	0	1	1	0	0	0
Cricket Pavilion										
Pavillion – Boys 1 st team	Boys	0	2	1	4	1	0	0	0	0
Pavillion	Boys	0	2	3	4	1	0	0	0	0
40B	Boys	0	2	1	0	1	0	0	0	0
Hazel Boarding House										
Ground Floor	Disabled	0	1	1	0	1	1	0	1	0
Ground Floor	Boys' bedroom ensuite 1	0	1	1	1	0	1	0	0	0
First Floor	Girls' bedroom ensuite 1	0	1	1	1	0	1	0	1	0
First Floor	Girls' bedroom ensuite 2	0	1	1	1	0	1	0	1	0
First Floor	Boys' bedroom ensuite 2	0	1	1	0	0	1	0	0	0
First Floor	Unisex - Staff	0	1	1	1	0	1	0	1	0
Second Floor	Bathroom – Girls	0	1	1	1	0	1	0	1	0

Location	Type	Urinals	WC	Wash basins	Showers	Hand driers	Paper Towels	Drinking Fountain	Sanitary Disposal	Cold Water Dispenser
Warren Boarding Hpuse										
Ground Floor	Boys Bedroom ensuite 1	0	1	1	1	0	1	0	0	0
Ground Floor	Boys Bedroom ensuite 2	0	1	1	1	0	1	0	0	0
Ground Floor	Boys Bedroom ensuite 3	0	1	1	1	0	1	0	0	0
Ground Floor	Unisex - Bathroom	0	1	1	1	0	1	0	1	0
First Floor	Girls – Bathroom	0	1	1	1	0	1	0	1	0
First Floor	Boys – Bathroom	0	1	1	1	0	1	0	1	0
First floor	Staff – Shower room	0	0	0	1	0	1	0	0	0
Annexe										
Ground Floor – Pupil Medical	Unisex - Pupil	0	1	1	1	1	1	0	0	0
Ground Floor – Pupil Medical	Unisex - Pupil	0	1	1	1	1	1	0	0	0
Ground Floor - Staff	Unisex - staff	0	1	1	1	0	1	0	1	0
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 Bagstore		0	0	0	0	0	0	0	0	1
English corridor		0	0	0	0	0	0	0	0	1
Prep Ground floor corridor		0	0	0	0	0	0	0	0	1
Skelton Hall Servery		0	0	0	0	0	0	0	0	1
Dwight Ground floor		0	0	0	0	0	0	0	0	1
Dwight 1st floor (Cafe 6)		0	0	0	0	0	0	0	0	1

TOTALS		Urinals	WC	Wash basins	Showers	Hand driers	Paper Towels	Drinking Fountain	Sanitary Disposal Unit	Cold Water Dispensers
Boys		21	21	34	8	8	3	0	0	0
Girls		0	28	23	9	8	2	0	20	0
Staff - Ladies		0	8	7	1	2	3	0	8	0
Staff - Gentlemen		4	5	5	1	2	0	0	0	0
Disabled		0	5	5	0	4	1	0	5	0
Staff - unisex		0	8	8	1	5	5	0	7	0
Pupil - Unisex		0	7	7	0	3	4	0	1	0
Gender Neutral - Pupil		0	2	2	0	2	0	0	2	0
Boys - Boarding		0	5	5	5	0	5	0	0	0
Girls - Boarding		0	5	5	5	0	5	0	5	0
Staff - Boarding		0	2	2	2	0	2	0	2	0
Baby Changing		0	0	1	0	0	1	0	0	0
Medical Room		0	2	3	2	0	2	0	2	0
Cold Water Dispensers		0	0	0	0	0	0	0	0	8

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