



SEND 3 Year Accessibility Policy (A15)

Scope:	Whole School (including Boarding)
Release date:	October 2021
Review date:	October 2024
Authors:	Facilities Manager, Head of Learning Support
Reviewers:	Deputy Head Academic, Bursar
Approval body:	Risk and Governance Committee of the Board of Governors

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 (Magdalene House) (Internal)
- Boarding Information Handbook
- Whole School COVID 19 Risk Assessment

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
MH	Magdalene House
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.

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 2021.

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

The Governors, 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 Governors 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 digital projectors 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 2017 to September 2021 (3 year cycle)

	Action	Timescale	Person(s) Responsible	Scope of Responsibility
Admissions				
1.	To revise the Admissions Policy to ensure it clarifies school's position on disability.	???	Head of Admissions and Marketing	Whole School SS, MH, EYFS
2.	To revise the School's admissions procedures and documentation to ensure fullest possible information is collected about a child's disability prior to an assessment of suitability.	???	Head of Admissions and Marketing	Whole School SS, MH, 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 (MH)	Whole School SS, MH, 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, MH, EYFS
3.	Off-site activities – as above	Ongoing	EVCs All staff	Whole School SS, MH, EYFS
4.	Pastoral care/welfare – as above	Ongoing	All staff	Whole School SS, MH, EYFS
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, MH, EYFS
2.	Needs to be updated by FM – VI improvements – stair strips etc.	Completed July 2020	Facilities Manager	

	Action	Timescale	Person(s) Responsible	Scope of Responsibility
3.	Construction of concrete ramp in the car park for step free access to School buildings. Could be removed, as covered below	Completed April 2014	Facilities Manager	
4.	Buildings constructed or projects carried out since 2004 that have included improved access or learning for disabled staff or pupils: <ul style="list-style-type: none"> • 2002 Dwight Centre, (performing arts block) 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 (Sixth form block) Disabled access to ground floor, and disabled 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 • 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. 	Completed	Facilities Manager	
5.	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.	Completed 2014	Estates Bursar	
6.	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	Completed 2016	Facilities Manager	
7.	Refurbishment of Mobile 40B, to create a changing room area with 2 WC`s and washbasins.	Completed January 2017	Facilities Manager	
8.	Redevelopment of the Old Dining Hall to create a dance and drama studio	Completed September 2017	Facilities Manager	

	Action	Timescale	Person(s) Responsible	Scope of Responsibility
9.	New on-site car park for staff to use. This will free up the congested main car park to give safer access for pupils, visitors and parents.	Completed September 2018	Facilities Manager	
10.	Negotiation with the National Trust and tenant to licence land adjoining Prep school "Triangle" playground, this will increase the outdoor learning areas, accessible to all	Completed September 2018	Bursar	
11.	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.	Governing Body Headmaster Senior team	
12.	Ongoing construction/maintenance projects: <ul style="list-style-type: none"> • Conversion of geography rooms into music classrooms • Refurbishment of mobiles into humanities hub • Refurbishment of Dwight into a Sixth Form Centre • Refurbishment of Dwight into a Boarding Facility. 	Project Kaizan from April through to September 2019	Bursar, Facilities Manager	
13.	Ongoing reviews and documentation: <ul style="list-style-type: none"> • To complete a building access audit for all areas • PEEP 	When time permits	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, MH, 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, MH, 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, MH, EYFS
4.	To ensure Governing Body have formally ratified the SEND Policy.	Completed Governors' Meeting Lent Term 2017	Clerk to Governing Body	Whole School SS, MH, 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, MH, EYFS

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

Location	Type	Urinals	WC	Wash basins	Showers	Hand driers	Paper Towels	Drinking Fountain	Sanitary Disposal Unit	Cold Water Dispens
Dwight Centre										
Ground Floor	Boys	1	1	1	0	1	0	0	0	
Ground Floor	Girls	0	1	1	0	1	0	0	1	
First Floor	Boys	2	1	2	0	1	0	0	0	
First Floor	Girls	0	2	2	0	1	0	0	2	
Ground Floor	Disabled & Staff	0	1	1	0	1	0	0	1	
Old School										
Music	Unisex - staff	0	1	1	0	0	1	0	1	
DT	Unisex - staff	1	1	1	0	0	1	0	0	
Maths	Boys	3	2	2	0	1	1	0	0	
Maths	Girls	0	6	3	0	1	1	0	6	
Ground Floor - Medical room	Disabled	0	1	1	0	0	1	0	1	
First Floor - Staff unisex	Unisex - staff	0	1	1	0	1	1	0	0	
First Floor - medical room	Medical room	0	0	1	0	0	0	0	0	
Changing room PE	Boys	2	1	2	4	1	0	0	0	
Changing room PE	Girls	0	3	2	4	1	0	0	3	
Main House										
Staff	Unisex - staff	0	1	1	0	0	1	0	1	
Staff	Unisex - staff	0	1	1	0	0	1	0	1	
Staff	Unisex - staff	0	1	1	0	0	1	0	1	
Maintenance/Grounds	Unisex - staff	0	2	2	1	0	1	0	0	
Refectory										
Foyer	Disabled	0	1	1	0	1	0	0	1	
Foyer	Boys	2	3	5	0	1	0	0	0	
Foyer	Girls	0	5	5	0	1	0	0	5	
Staff	Unisex - staff	0	1	1	0	1	0	0	1	
Staff	Unisex - staff	0	1	1	0	1	0	0	1	
Baby Changing	Baby Changing	0	0	1	0	0	1	0	0	
Kitchen	Unisex - staff	0	1	1	0	1	1	0	1	

Location	Type	Urinals	WC	Wash basins	Showers	Hand driers	Paper Towels	Drinking Fountain	Sanitary Disposal Unit	Cold Water Dispens
Senior School staff room										
Ladies	Ladies	0	4	3	1	1	1	0	4	
Disabled	Disabled	0	1	1	0	1	0	0	1	
Gentlemen	Gentlemen	2	3	3	1	1	0	0	0	
Magdalene House										
Girls	Girls	0	2	2	0	0	1	1	0	
Boys	Boys	2	1	2	0	0	1	0	0	
Crush Hall										
Disabled	Disabled	0	1	1	0	1	0	0	1	
Ladies	Ladies	0	2	2	0	1	1	0	2	
Gentlemen	Gentlemen	2	2	2	0	1	0	0	0	
New Block										
Ground Floor	Girls	0	4	4	0	1	0	0	4	
Ground Floor	Boys	2	2	4	0	1	0	1	0	
First Floor	Boys	7	4	8	0	2	0	1	0	
Science										
First Floor	Boys	4	1	5	0	1	0	0	0	
First Floor	Girls	0	3	3	0	1	0	0	3	
Staff	Ladies	0	2	2	0	0	1	0	2	
Alan Salmon Hall										
First Floor	Boys	0	2	2	0	1	0	0	0	
First Floor	Girls	0	2	2	0	1	0	0	2	
Cricket Pavilion										
Boys	Boys	2	1	3	4	1	0	0	0	
Girls	Girls	0	2	3	4	1	0	0	2	
Hazel Centre										
Second Floor	Unisex - staff	0	1	1	1	0	1	0	1	
First Floor	Girls	0	3	2	0	1	0	0	3	
First Floor	Boys	2	1	1	0	1	0	0	0	
Ground Floor	Disabled	0	1	1	0	1	0	0	1	

Location	Type	Urinals	WC	Wash basins	Showers	Hand driers	Paper Towels	Drinking Fountain	Sanitary Disposal Unit	Cold Water Dispens
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		0	0	0	0	0	0	0	0	1
Maths corridor		0	0	0	0	0	0	0	0	1

TOTALS										
Boys	Boys	29	20	37	8	12	2	2	0	0
Girls	Girls	0	33	29	8	10	2	0	32	0
Staff - Ladies	Ladies	0	8	7	1	2	3	0	8	0
Staff - Gentlemen	Gentlemen	4	5	5	1	2	0	0	0	0
Disabled	Disabled	0	6	6	0	5	1	0	5	0
Staff - unisex	Unisex - staff	1	12	12	2	4	9	0	7	0
Baby Changing	Baby Changing	0	0	1	0	0	1	0	0	0
Medical Room	Medical room	0	0	1	0	0	0	0	0	0
Cold Water Dispensers	Cold Water Dispensers	0	0	0	0	0	0	0	0	4

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