

### **A. Background**

Colyton Grammar School is committed to providing an environment that:

- enables full curriculum access
- values and includes all students, staff, parents and visitors

The school is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises the need to make reasonable adjustments, where practicable, to accommodate the needs of students, staff and visitors with disabilities.

The plan included at the end of this policy shows how access is to be improved for students, staff and visitors with disabilities over the next three years, including key aspects of admissions arrangements, the curriculum, the physical environment and written information.

### **B. Definition of Disability**

The Equality Act 2010 defines a person as having a disability

- (a) If he or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **C. Objectives**

- To ensure that Admission policies neither directly nor indirectly discriminate against those with a disability
- To ensure that there is full access to learning opportunities for all students both through mainstream provision and through extension curriculum or extra curricular activities.
- To improve the physical environment of the school both through the sensitive design of new buildings and where practical, the adaptation of existing accommodation.
- To improve the delivery of written communication with students, staff, parents and visitors with disabilities.

### **D. Admissions Arrangements**

#### *Tests*

Children may be given up to 25% additional time if:

- The student has an Education, Health and Care Plan (EHCP) or has an existing Statement of Special Educational Needs.
- The student has SEN Support with a history of at least 2 terms of extra time being routinely made available to access formal assessments.
- The need for extra time is evidenced and supported by the primary headteacher.

In order to ensure the overall fairness of the entrance tests, no other allowances can be made.

Modified formats of the test papers will be provided wherever possible in the case of children with a recognised special need e.g. visual impairment. All reasonable steps will be taken to allow access to the test materials but the standards applied in assigning 'rank order' will not be varied.

#### *Admission*

The school's over-subscription criteria gives preference to those with eligible test scores who have named the school and have an Education, Health and Care Plan or Statement.

### **E. Access to the Curriculum**

The annual programme of staff development and support will incorporate needs arising from meeting specific needs. In many cases this will be in response to needs identified in the annual review of the individual Education, Health and Care Plan or Statement.

The school will ensure that appropriate individual support, materials and auxiliary aids are provided to support individual learning.

Curriculum planning will include a focus on promoting positive images of those with disabilities.

Extension and enrichment activities will be planned within a strategy of inclusion.

Timetabling will consider fully the most effective ways of meeting the needs of all students including those with disability. Such consideration will incorporate issues of physical access and the most effective use of teaching and support staff to meet individual needs.

### **F. Physical Environment**

The Board of Trustees is committed within resources available to take all reasonable steps to improve the physical environment of the school to support individual access and learning needs.

Plans for new buildings and improvements to existing buildings must take into account the need to meet the access needs of those with disabilities.

It is recognised that the school site, with 13 separate accommodation blocks (including substantial areas dating back to 1927), and significant variations in ground level, presents significant challenges. The plan included at the end of this policy is designed to provide a phased and structured approach to addressing these challenges.

### **G. Communication**

Within available resources, the school will respond positively to requests for materials to be made available in alternative formats (e.g. large print and other specific formats such as printing on coloured paper, electronic formats), including the following:

- Admissions test papers
- Curriculum related materials
- Newsletters and other communications with parents
- School website

### **H. Monitoring**

Monitoring the effectiveness of this policy includes the following:

(a) Termly Performance Indicators

The termly Performance Indicators report includes specific monitoring of students with Educational, Health and Care Plans

(b) Attendance Monitoring

Ongoing monitoring of individual attendance.

(c) Annual Reviews of Educational, Health and Care Plan

The annual review of students with an Educational, Health and Care Plan provides a formal opportunity to review the effectiveness of the support being provided.

(d) Equality Duty Plan

The Equality Duty Plan includes both general requirements for monitoring relevant groups and specific objectives for monitoring and review over the period of the current plan.

(e) **Health and Safety Reviews**

Regular internal Health and Safety reviews provide the opportunity to identify any issues with the physical environment.

**I. Compliance**

The Headteacher is responsible for ensuring compliance with this policy. Evidence of compliance will include:

<b>Evidence</b>	<b>Location</b>
Monitoring (see above)	Regular Performance Indicator report
Equality Duty Updates	Minutes of Staffing Committee meetings
Capital development and other minor capital improvement scheme	Minutes of Finance and Resources Committee meeting; capital project plans

**J. Consultation**

This policy will be consulted upon with the Senior Leadership Team, Heads of Sector, the SENCo and trustees.

**K. Equality Impact Assessment**

This policy is specifically aimed at ensuring that students, staff, parents and visitors have the fullest possible access irrespective of any disability and without regard to any protected characteristic. The school is committed to taking positive action to promote this approach, and hence the impact of the policy in terms of equality is intended to be entirely positive.

**L. Review**

The policy will be reviewed on at least a three yearly basis.



## APPENDIX A: ACCESSIBILITY PLAN

Focus	Target	Tasks	Resources	Timescale	Responsibility
Admissions	Review of new admissions arrangements	Undertake review of new admissions arrangements to ensure that testing and other arrangements provide for equal access on the basis of the relevant protected characteristics (included in Equality Duty Plan)	Time	Apr 2019	Headteacher
Curriculum	Review of PSHE/tutor programme	Review the tutor/PSHE programme to ensure that equality issues are addressed appropriately (included in Equality Duty Plan)	Time	Apr 2019	Head of Student Learning
	Examinations	Review examination results at Key Stage 4 and 5 to ensure that changes in national examination specifications and arrangements are implemented in such a way as to ensure full access (included in Equality Duty Plan)	Time	Apr 2019	Headteacher
	Career Education and Guidance	Review arrangements for Careers Education and Guidance and Work Experience to ensure equal access (included in Equality Duty Plan)	Time	Apr 2019	Head of Careers
Physical Environment	Expansion to 5 Forms of Entry – Phase 1	Final plans to ensure that physical barriers to access are minimised, with particular reference to access from the Feoffees' Lawn area	Unknown	Jun 2017	Director of F&R Site Manager
	Uneven surfaces	Inspect all pathways and other areas around school site and undertake appropriate repairs and improvements to ensure surfaces are safe for users with partial or no sight	Unknown	Aug 2017	Director of F&R Site Manager
	Steps, changes in level etc	Work with school architect to identify possible strategies for minimising access issues arising from changes of level, steps etc in main school building	Unknown	Aug 2018	Director of F&R Site Manager
	Disabled parking for Cottrill Hall	Remove two wooden sheds near entrance to main car park and convert area to three disabled parking spaces	£3,000	Dec 2017	Director of F&R Site Manager
	Lighting upgrades to 1 <sup>st</sup> floor of Walker Building and Study Centre	Replace existing fluorescent lighting with LED panels to improve lighting for users with sight access issues	£6,000	Aug 2018	Director of F&R Site Manager
	Acoustic and lighting improvements to IT4	Ensure any plans for improvements to East Wing of main school include upgrading of lighting and acoustic environment to minimise impact on users with sight or hearing access issues	Unknown	As required	Director of F&R Site Manager
Communication	School website	Review accessibility of school website	Time	Aug 2017	Network Manager
	Dyslexia	Review provision of materials in specific format to support students with dyslexia	£50	Dec 2017	SENCo