

Enfield Grammar School



An Academy Trust

(Company No. 07697044)

Accessibility Plan

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Enfield Grammar School

Accessibility Plan

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

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

We believe that all students have a right to an education that is suited to their particular needs and abilities. All students will be offered full access to a broad and balanced education.

Our aim is to prepare our boys for the world. To give them the skills, knowledge and morals to be of use, to serve and to positively affect those that they encounter along the way. We expect hard work, good manners and in turn provide learning opportunities where all can fulfil their potential be that academic, social or moral.

We have an inclusive ethos at Enfield Grammar School which ensures that all students feel valued and that the needs of all students are met.

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 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

3. Action plan

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

Aim	Current good practice	Objectives/ Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers differentiated lessons for all pupils.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>In order to further improve differentiation in the classroom so that the needs of all students are fully met, we will:</p> <ul style="list-style-type: none"> ● Carry out an audit of CPD. ● Continue to develop whole school training to promote differentiation. ● Focus on differentiation for lesson observations and learning walks. ● Commence Teaching Assistant lesson observations to ensure student needs are being met. 	Deputy Headteacher, T&L	September 2018 and ongoing	Outcomes for boys improving Destinations Recruitment of pupils Quality of teaching and learning
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<ul style="list-style-type: none"> ● Continue to focus on attainment and progress for SEND students and focus on “closing the gap” between SEND and non-SEND students. ● Continue to provide appropriate interventions for those students who are identified as requiring further additional support. 	Deputy Headteacher, T&L	Ongoing	Outcomes for boys improving Destinations

	<p>Support staff are deployed to where they are most needed, ensuring that they are used to best effect by teachers and that they have a positive impact on learning.</p>	<ul style="list-style-type: none"> ● Ensure TAs continue to be allocated effectively. ● Embed the Teaching Assistant/Teacher partnership model to facilitate closer working relationships leading to improved outcomes for students. ● TAs to receive SALT training to assess and provide interventions to those that have/had S&L issues. ● TAs to receive training on Autism and ADHD. 	<p>SENDCo</p>	<p>January 2018 and ongoing</p>	<p>Improved outcomes for relevant boys</p>
	<p>Providing planned and appropriate support for the specific needs of students making full use of outside support agencies and providing school counselling and mentoring for identified students.</p>	<ul style="list-style-type: none"> ● Continue to hold weekly inclusion meetings with Deputy Headteacher, mentors and SENDCo (fortnightly rotation of KS3 and KS4/5). ● Ensure that students are referred to Learning Mentors as appropriate. ● Monitor and evaluate impact of Learning Mentors ● Pastoral meetings built into the meeting cycle to ensure teams work effectively and are led and managed effectively. ● Continue to work with Joseph Clarke School for the visually impaired and Teacher of the Deaf, Haringey implementing recommended strategies/adjustments. ● Provide staff training on specific disabilities as required. ● Ensure modified/enlarged papers are arranged for exams, as appropriate. 	<p>Deputy Headteacher, Pastoral</p>	<p>Ongoing</p>	<p>Less examples of poor behavior and resistance to attend school.</p> <p>Improved attendance and punctuality</p> <p>Reduction in repeat referrals to DM and reduced repeat offenders re FTE</p>

Improve and maintain access to the physical environment	<p>Enfield Grammar School is a split site school with listed buildings. The environment is adapted to the needs of pupils as far as possible, given the restraints of the listed school buildings.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets (upper) • Most areas of the school are well lit 	<ul style="list-style-type: none"> • The school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the sites and premises, were possible taking into account the listed status of our buildings. • Ensure that meeting rooms are available on the ground floor. 	Senior Leadership Team	Ongoing	No access issues raised or complaints received
	<p>In the case of a student who has temporary physical access difficulties due to an injury we also work to minimize the effects of this on access to the school curriculum.</p>	<ul style="list-style-type: none"> • Continue to work to minimize the effects of temporary physical difficulties on access to the school curriculum by using spaces and staff available with parent/medical consultation. 	SENDCo Deputy Headteacher, Pastoral	Ongoing	<p>Attendance of injured boys is not affected.</p> <p>The boys feedback is their access to learning has not been affected</p>
	<p>Our year 6-7 transition process helps us plan in advance how best to meet the needs of a student who is joining us with a physical disability.</p>	<ul style="list-style-type: none"> • To continue to meet with the parents of year 6 students to discuss their child's needs and how Enfield Grammar School can make reasonable adjustments. • Share plans from primary school for individual student needs. 	Head of Lower School SENDCo	Ongoing	<p>Our admissions criteria 2 is used for relevant boys.</p> <p>Panel meets and takes each admission request on a case-by-case basis</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Class seating plans ● SEND student profiles 	<ul style="list-style-type: none"> ● To improve signage around school including visual clues to aid visually impaired and EAL students. ● SEND student profiles will continue to be circulated to all staff and will be accessible via our shared area ensuring that information is always up to date. 	<p>SENDCo</p>	<p>Spring Term 18/19</p> <p>Ongoing</p>	<p>No concerns raised.</p> <p>Relevant boys/staff asked about issues and whether they are happy with the provision</p>
	<p>Relevant documents are posted on, and may be downloaded from, the school's website or hard copies may be requested.</p> <p>Communications are sent via text message to parents.</p> <p>Homework is set via an online platform.</p>	<ul style="list-style-type: none"> ● Continue to develop our website. ● We will seek support from outside agencies to provide information in simple language, symbols, large print or Braille for students, prospective students or parents who have difficulty with standard forms of printed information. ● We will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. ● We will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access School information. 	<p>Senior Leadership Team</p> <p>SENDCo</p>	<p>Ongoing</p>	<p>Website updated regularly</p> <p>Parent questionnaire re communications and homework.</p>

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Equality and Diversity policy
- SEND policy
- Supporting pupils with medical conditions policy