Enfield Grammar School



An Academy Trust (Company No. 07697044)

Accessibility Policy

APPROVED	December 2023	
COMMITTEE	Full Governing Body	
NEXT REVIEW	September 2025	

Enfield Grammar School Accessibility Policy

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.

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

2. Legislation and guidance

This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> and the Department for Education (DfE) <u>guidance for schools on the Equality Act 2010</u>.

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 <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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	Our school offers differentiated curriculum for all pupils. The curriculum is reviewed to ensure it meets the needs of pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	 Staff to continue to employ quality first teaching strategies in the first instance in response to pupil needs. Focus on differentiation and Quality First Teaching for lesson observations and learning walks. Curriculum resources to include examples of people with disabilities. Ensure that staff receive relevant training to enable them to support specific pupil needs 	Deputy Headteacher, T&L SENDCo Assistant Headteacher, L&T	Ongoing, ongoing, as required	Students making expected or better progress. Staff using suggested strategies (monitored through learning walks and observations).

Improve and maintain access to the physical environment	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. This includes:	• 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.	F&O Manager	Ongoing	No access issues raised or complaints received
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 Disabled parking bays Disabled toilets (upper) Most areas of the school are well lit 	Review classroom layouts to ensure that all students are able to move with ease around the learning space	Deputy Headteacher, Curriculum	April 2024	
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Improve the delivery of information to pupils with a disability	Our school uses different communication methods to ensure information is	 To improve signage around school including visual clues. 	Headteacher	April 2024	No concerns raised.
	accessible. This includes:	Ensure that all school communications		Ongoing	Parents/Carers will
	 Internal signage 	use plain English.			find school communications
	 Large print resources 	• We will seek support from outside agencies to provide information in, symbols, large print or Braille for students, prospective students or parents who have difficulty with standard forms of printed information, as required.		Ongoing	easy to understand
	 Pictorial or symbolic representations 				

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, Diversity and Inclusion policy
- SEND policy
- Supporting pupils with medical conditions policy