

## **STOCKPORT GRAMMAR SCHOOL**

### **WHOLE SCHOOL ACCESSIBILITY PLAN: 2022-2023**

(Reviewed by Governors 06.12.22)

1. The Equality Act 2010 (**Act**) requires the responsible body of a school to produce and implement written Accessibility Plans every three years. The plan must be kept under review during the period to which it relates and revised as necessary.
2. Stockport Grammar School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.
3. The School's Accessibility Plan aims to not treat disabled pupils less favourably because of something arising in consequence of their disability and in so doing to;
  - a. Increase the extent to which disabled pupils can participate in the School's curriculum
  - b. Improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.
  - c. Make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
4. The School's action plan sets out the strategies that relate to the following ISI Regulatory Standards on special educational needs and disability:

The plan will also review ways to assist pupils with Special Educational needs who would not be classified as disabled under the Equality Act. For such pupils the School has a responsibility to meet their special needs and, for those classified as disabled, a duty to prevent discrimination against them in their access to education.

#### **ETHOS AND AIMS OF STOCKPORT GRAMMAR SCHOOL**

Stockport Grammar School is a 3-18 co-educational day school which aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum.

We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEND) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our aims and ethos state;

The school recognises the value of each pupil as an individual, and the importance of nurturing every aspect of their personality and potential – intellectual, creative, emotional,

physical and spiritual. We encourage all pupils of all ages, backgrounds and religions at all times to discuss any issues or concerns with members of staff, working in partnership with parents to provide each individual with the support necessary to develop confidence and to flourish and thrive in a secure and supportive environment.

We promote high standards of good behaviour which require pupils to be considerate, polite, respectful and helpful towards each other. They learn to recognise the need to be responsible and reliable, to show loyalty appropriately and to support each other constructively.

We aim to

- Provide an excellent and challenging academic education in a caring and supportive atmosphere.
- Give opportunities for each pupil to develop not only intellectually but also creatively, spiritually and morally.
- Create conditions in which initiative and independent thought and inquiry are welcomed and a lifelong enjoyment of learning is cultivated.
- Foster high standards of behaviour and mature, responsible, considerate attitudes both in and out of school.
- Encourage all pupils to participate in a wide range of extra-curricular activities which encourage personal and physical development and which inculcate a sense of self belief and esteem.
- Provide opportunities for pupils to act as leaders in the school community and to work together with the wider community.
- Ensure, as far as possible, that pupils are equipped to face the challenges and demands of life beyond school, becoming active and responsible citizens.

## CONTEXT

### Secondary School

As at October 2022, there are 264 pupils listed on the SEN report according to their SEND type, and the information is regularly updated. These pupils are monitored regularly to assess progress relating to their SEND requirements. Stockport Grammar School has two pupils with an EHCP funded by the Local Authority, 168 pupils with a Pupil Summary giving detailed support advice to subject teachers, 108 pupils with brief advice for subject teachers, 49 pupils in receipt of learning support as part of the curriculum, 130 pupils in receipt of extra time in examinations and 31 pupils who use a word processor as their normal way of working. 54 pupils on SEN Report have difficulties with literacy, and 41 have been identified as dyslexic. 78 pupils have slow processing or weak working memory, 44 pupils have difficulty with concentration and 15 have difficulties with communication and interaction. 41 have handwriting difficulties; 10 have been identified with numeracy difficulties. 14 pupils have been identified with visual difficulties and 2 with sensory difficulties. Smaller numbers of pupils have been diagnosed with Attention Deficit Hyperactivity Disorder (23), Auditory Processing Disorder (1), Dysgraphia (1), Dyspraxia (5), Speech, Language and Communication Needs (3), Tourettes Syndrome (2), Semantic and Pragmatic Language Disorder (1), Hearing Impairment (3), Visual Impairment (12), Sensory Processing Disorder (1). All our pupils are

fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

### Junior School

As at October 2022, Stockport Grammar Junior School has: no pupils with an EHCP funded by the Local Authority and 22 pupils on the school's SEND list with a diagnosed (or specialist teacher assessed) special educational need or disability. Of these, 2 children have physical needs; 1 child has a hearing impairment; 1 has speech and language needs; 9 have processing difficulties; 1 has attention difficulties; 4 have dyslexia; 4 have difficulties with literacy. In Years 1-6, there are 78 pupils receiving targeted learning support with a member of the learning development. Adjustments to quality first teaching for SEND pupils are noted on each form's Provision Map and are noted through a Pupil Profile for 18 pupils whose needs require more detailed advice to teachers. There are 5 pupils who use a word processor as their normal way of working.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of the School. All staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

### **School's layout and facilities**

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School occupies a large 32ha site with a range of buildings constructed over the past 100 years. Disabled access has been provided in all new constructions and modifications made wherever possible to the older buildings. Lifts are available in the Woodsmoor classrooms, Design and Sports Centre and provide access to much of the original Hallam Buildings, including, from 2018, access to the Main Hall of the School. In those buildings where there is no or limited access, teaching is re-located to accessible areas wherever possible. Disabled toilets are available across the school site and provision for wheelchair users has been made when refurbishing existing chemistry laboratories.

### **Statement of Existing Provision and Recent Developments**

1; Increasing the extent to which disabled pupils and pupils with SEND can participate in the School curriculum

- a. Learning Support Co-ordinators in Junior and Senior schools
- b. Special arrangements made for examinations in the Junior and Senior School, entrance examination to Senior School and with examination bodies for public examinations
- c. Pastoral care system in place
- d. Monitoring systems to identify pupils' needs and review their academic progress
- e. Improved handwriting support
- f. Improved feedback from pupils

- g. Commenced improvements in flexibility of provision and options for sport and physical fitness
- h. Improved information for teaching staff via Pupil Summaries and staff training

2: Improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services

- a. Lifts installed in new Woodsmoor classrooms. Access to Physics, Design Technology and ramp access to main building and Junior School. New access created for access to Drama and main School hall.
- b. Improved fire alarm sounders
- c. Regular review of evacuation procedures for pupils with disabilities
- d. Disabled parking available
- e. Designated assessment room
- f. Regular contact to review provision for those pupils affected
- g. Access considerations in all new developments

3: Improving the delivery to disabled pupils and pupils with SEND of information which is not readily accessible to pupils who are not disabled

- a. Examination papers available in different formats
- b. Employment of two TA's to work with individuals and small groups in supporting the curriculum
- c. Introduction of FROG as repository of information to assist pupils
- d. Introduction of on-line homework increasing SEND pupils' ability to access information and remain on track
- e. Advice to teaching staff where pupils would benefit from particular teaching arrangements e.g. specific seating provision for visual or hearing impaired pupils
- f. Learning Support staff available at all Parents' Evenings

At Stockport Grammar School the Learning Support Coordinator is responsible for the regular review of provision across the whole school. As appropriate this review will include other members of the SMT and Governors. This work will include:

- 1 The annual review, with the Bursar and the Deputy Head (Academic) of the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- 2 To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.

- 3 The preparation of the school's SEND and learning support policy.
- 4 The preparation and review of the school's Accessibility Plan, with the Bursar and the Deputy Head (Academic).
- 5 To review such plans and policies as necessary and at least on an annual basis.


### **Welcoming and preparing for disabled pupils**

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010 when such services may be provided as auxiliary aids and services.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

<b>Authorised by</b> Chairman of Governors	
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