

Stockport Grammar School 2016-19 Accessibility Plan – Actions and Targets

The school's accessibility plan for 2016-2019 is a written action plan with targets which is resourced, implemented, reviewed and revised as necessary. We will regularly monitor the success of the plan and it will be reviewed annually by the Governing Body and the school's SMT.

Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Timeframe & Resources	Goals achieved
Short term	Further improve school systems for identifying pupils' needs and monitoring progress	Streamlining of referral process and formalising monitoring processes. SEN reps in all teaching departments.	Less time consuming for staff and more comprehensive information	By Spring 2017	Staff feedback that they are confident in these processes and pupils are identified earlier on in the school
Medium term	Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Training of staff via INSET and departmental meetings	Staff confidence and flexibility in providing appropriate teaching and support for disabled pupils. Improved familiarity and engagement with 'removing barriers to learning' document.	Continual improvement	Success of disabled pupils in examinations. Positive feedback from parents and pupils.
Long term	Staff provide for pupils with SEND requirements with confidence and use the Learning Support department as a resource for information and guidance	Gradually improve teacher confidence, and ability through regular information, training and support	Pupils feel supported and make optimum progress with AA put in place well in advance of examination years wherever possible	Continual improvement	Pupils, parents and staff feed back that they are confident in the support received

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe & Resources	Goals achieved
Short Term	Identify extent to which physical environment of school can offer full participation in curricular and co-curricular activities for pupils with physical disability, including signage and lighting	Ongoing review as part of site development plans. Input from LS Staff and Deputy Head (Pastoral)	Updated awareness of needs. Information available for incorporation into future planning	Annual	Improved accessibility from future investments. Awareness of needs of disabled pupils and visitors in future planning.
	Ensure all new developments allow for disabled access	Detailed consultation with Architects.	Improved access.	Ongoing.	Increased access to facilities.
	Ensure appropriate evacuation strategies in place for older Senior School buildings; Hallam, Biology, Art, Convent House, Languages.	Risk Assessments. Evacuation chairs as required. Training of relevant staff.	Updated evacuation procedures and facilities in place by Summer 2017.	2016-17.	Appropriate access arrangements in place.
	Ensure appropriate evacuation strategies in place for Junior School first floor.	Risk Assessment. Training of relevant staff.	Appropriate provision in place.	2016-17.	Appropriate access arrangements in place.
	Ensure seating provision in all teaching and work rooms appropriate for use.	Ongoing review.	Appropriate learning environments.	Ongoing.	Improved provision for individual pupils as appropriate.
	Ensure adjustments in place for specific pupil needs.	Review provision for each academic year.	Appropriate learning environments accessible.	Annual; input from admissions pastoral and medical staff.	Improved provision for individual pupils as appropriate.

Medium term	Improve access to upper floors of Junior School.	Architects instructed to consider options in new design brief.	Improved access for access to specialist teaching areas.	2017-2018 as part of JS development.	Improved access available.
Long term	Improve access to Main Hall.	Architects instructed to identify access options.	Ability of disabled pupils to access all areas of the School.	When resources permit post 2018.	Improved access available.

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats. Ensuring pupils have access to printed material where they are less able to take their own notes.	Research sources of alternative formats including costings. Teachers be aware of all recommendations on Pupil summaries	The School could provide written information on alternative formats. Pupils receive printed notes where appropriate	Continual improvement from Sep 2016	Delivery of information to disabled pupils is improved. Fewer instances of pupils reminding staff of their needs
Medium term	Increase teachers' ability to teach in an SEND-friendly environment as normal practice	Staff training	Fewer individual arrangements are needed	Continual improvement	Fewer pupils identified as with mild SEND requirements as needs are catered for in class
Long term	Respond to pupils' individual needs as required				We are able to accommodate pupils needs in a short period of time with minimum disruption to the normal operation of the school.