

# Hulme Hall Grammar School



# Whole Accessibility Policy 2017-20

<b>Policy Control</b>	
Report	Whole Accessibility
Approval Body	Education Committee
Date Reviewed	September 2018
Review Schedule	Annual
Next Review Date	September 2019

The Special Educational Needs and Disability Act (2001) required Schools to produce Accessibility Plans every three years. This duty has been replicated in the equality Act 2010 with new accessibility plans being required in line with the regulatory framework.

The Governors of the School continue:

1. Not to treat disabled pupils less favourably because of something arising in consequence of their disability
2. To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage; and
3. To plan to increase access to education for disabled pupils.

The School's action plan sets out the strategies that relate to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard Description 118 Schedule 10 3.2

- a. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum.
- b. Improving the physical environment of the school 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. Improving the delivery for disabled pupils of information readily accessible to pupils who are not disabled.

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.

We strive 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 (SEN) 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.

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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.

We have pupils with medical disabilities including dyslexia, dyspraxia, colour blindness, hearing and visual impairment. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

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.

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# Accessibility Action Plan

## 2017-20

In addition to the points listed below any pupil with a physical disability will be taken on a risk walk throughout the School to familiarize themselves with the geography of the building and to highlight risk areas in the corridor, at staircases, uneven ground, steps and through doors.

Potential Risk/ issue	Action	Timescale	By Who?	Cost
<b>Front/back of School</b>  Congestion on car park	2 disabled spaces at the front and back of school are identified and the Spaces are positioned near the building to cut down on physical risks from other pupils arriving	N/A	N/A	None
<b>Uneven ground in our playground</b>	Re-tarmac the outside paths when funds become available.	November 2018	PB/CR	Phase 2 £110,000
<b>Enrichment Building</b> Enrichment building first floor access	Re-commission the lift in the Enrichment Centre	June 2018	CR	£1182
<b>Storage of Resources</b>  Some storage furniture is not fit for purpose and materials could fall out onto the floor presenting a danger of a trip hazard  Storage around the side of the rooms could spill over into the classroom presenting a trip hazard	Ensure all materials are stored safely (Checked by HODs)  Ensure classrooms are tidy and resources are stored safely away (Checked by HODs)  Staff to ensure items are not stored under areas where children are sitting (checked by HODs)	Ongoing checks  Ongoing checks  Ongoing checks	HODS  HODS  HODS	None  None  None

Storage materials are stored under desks where children are working, therefore not allowing them sufficient legroom				
<b>Extension Wires</b> In some areas extension leads are utilised and could trail across the floor	Ensure extension leads are used safely, install new electric sockets where necessary	Ongoing checks	JW/PM	£500
<b>Dining Hall</b>  Lunchtime arrangements for a pupil with mobility difficulties need to be explored to assist with carrying trays etc  Any spillages present a trip/slip hazard in the dining room	A plan would be drawn up to ensure that any pupil was supported but also encouraged to be independent  Dining room staff are on duty and will clear up any spillages if they occur	Information is ongoing when required	Duty Staff	None
<b>Lockers</b>  Lockers are positioned around the School in zoned areas. These areas can become congested and therefore present an injury risk	Lockers to be assigned in a safe area which can be accessed without the risk of congestion	September 2017  Locks to be fixed by October 2018	JW/PM	£105
<b>External Surfaces</b>  <b>Paving:</b> Some areas around School are uneven and present a risk of injury from trips/falls  <b>Tarmac:</b> some areas are damaged	Carry out a site audit, schedule in areas to be repaired/replaced  Carry out a site audit, schedule in areas to be repaired/resurfaced	Ongoing checks  Paths to be re-tarmacked in October/November Half Term	PB/CR	£110,000

and uneven and present a risk of injury from trips/falls				
<p><b>Laptops</b></p> <p>Encourage pupils to use laptops in lessons if their written work is a barrier to their achievement</p>	Pupils identified who would benefit from using a laptop, through testing and through teacher recommendation. Parents and pupils informed.	September 2017	RG/ RL/ AS	£300 if laptops need replacing
<p><b>Staff Training</b></p> <p>Develop staff training to ensure all staff are able to teach pupils, making reasonable adjustments to ensure that every pupil can fully access the curriculum.</p>	In house training programme, lesson observations.	Ongoing support through INSET Training (See training logs)	PB/JS	Free Training from Stockport Authority
<p><b>Access Arrangements</b></p> <p>All pupils to receive access arrangements entitlement in GCSE examinations.</p>	All pupils to be tested by the Enrichment Department before the End of Year 9. All Access arrangements to be fully used and supported in External examinations and where possible internal examinations.	Ongoing assessments 1 <sup>st</sup> October 2018 – 31 <sup>st</sup> December 2018	RG/PB/LS	Cost of training up assessors in school. £395
<p><b>Pastoral Support</b></p> <p>A strong pastoral support structure is in place to ensure all pupils are able to take part in all activities, (including</p>	A Pastoral Manager appointed to look after vulnerable children.	Pastoral Manager employed September 2017	PB/JS	Responsibility cost £2000

extra curricular)				
<b>Support with EAL Students</b> EAL pupils not able to access certain work	To train a member of Enrichment Staff to take a Tefl course to assist pupils with EAL	September 2018	RG/PB	£164
<b>Entry Level Qualifications</b> Some pupils may find it difficult to access GCSE level. Alternative courses can be taught to ensure qualifications are gained.	AQA Step up to English Course to be attended by Helen Walton	17 <sup>th</sup> October	PB/RG	£260



Headmaster: Mr D Grierson BA,MA (Econ)  
Hulme Hall Grammar School, Beech Avenue, Stockport, SK3 8HA  
Phone: 0161 485 3524



[www.hulmehallschool.org](http://www.hulmehallschool.org)