

Clitheroe Royal Grammar School

School Accessibility Plan

Staff member responsible: Bursar

Governors' Committee: Estates

This plan also forms part of the Clitheroe Royal Grammar School Disability Scheme

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled students

Definition of Disability

The Equality Act 2010 says that a person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

The Special Educational Needs and Disability (SEND) Code of Practice, which applies to maintained schools and academies, gives further guidance on this definition (page 16). It says that:

... 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. In considering what is reasonable the school will take account of;

- Its resources and the availability of financial or other assistance
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled student
- The effect of the disability on the individual
- Health and safety requirements
- The interests of other students and prospective students

In addition to the above, Clitheroe Royal Grammar School aims to improve the delivery of information that is provided to include parents/carers and visitors.

The overall aim of Clitheroe Royal Grammar School's Accessibility Plan is to increase the accessibility to education for disabled students. The Accessibility Plan can be found at Appendix 1.

Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Whole School Risk Assessment

- Health and Safety Policy
- Equalities and Inclusion Policy
- Special Educational Needs and Disability (SEND) Policy
- Statutory Guidance on Supporting pupils at school with Medical Conditions (August 2017)
- Medical Needs Policy
- Educational Visits Policy

Availability of the Accessibility Plan

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

Initiatives and Adaptations

A range of initiatives and adaptations have already been introduced at Clitheroe Royal Grammar School to help increase the accessibility to education for disabled students. These are detailed below

Improving Access to the Curriculum

- Full time education in classes, with additional help and support by the subject teacher through a differentiated curriculum and approaches to teaching and learning.
- In class support from a TA (as a whole class, small group or 1 to 1), where appropriate.
- Whole staff training on differentiation, teaching strategies and teaching styles
- Personalised timetables and curriculum offer, where relevant and appropriate
- Literacy and Numeracy intervention where appropriate, in order to improve basic literacy and numeracy skills
- Input from appropriate outside agencies/professional services.
- The Special Educational Needs Co-ordinator works proactively with primary schools along with seeking advice from relevant professionals to ensure reasonable adaptations are made prior to the student starting school.

Developing Access to the Physical Environment of the School

- All buildings have external ramp access or internal access to ground floor classrooms
- Where appropriate hand rails have been added to assist with stairs
- Marking of all external steps
- Adequate number of accessible toilets
- Installation of electronic white boards in teaching rooms – it is recognised that children with learning difficulties or who are partially sighted find it easier to learn when an electronic whiteboard is used
- Staff training so that children with medical needs can gain access to education, for example epilepsy, diabetes, foetal alcohol syndrome
- Designated parking bays for people with a disability
- Lift access throughout the school sites

Improving the delivery of information to students

- Hearing loop fitted to the classrooms within the Language block
- Relevant training and advice has been sought from external agencies, when required and shared with appropriate staff members.
- Improved signage around the school site.

Date of last review:	January 2026
Date of approval by Governors:	January 2026
Date of next review:	January 2028

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Improving Access to the Curriculum

Objective	Strategy	Timescale
To continue to ensure that the curriculum offered is inclusive for all students.	The SendCo to work in partnership with students with disabilities, their parents/carers, the Student Support Managers, Teaching Assistants and, where appropriate, external support services, to plan and support a personalised curriculum that meets the needs and interests of the student.	Ongoing.
To continue to improve the range of skills and experience available within the school so that the school is better able to assess and provide for the needs of students with disabilities and learning difficulties.	Audit staff's current skills, training and experience. Continue to release staff to attend specialist training.	Ongoing to ensure accurate records. Ongoing, subject to funding, and there being an identified need.
Ascertain disabilities of students to enable adaptations to be made prior to the students arriving.	Continue liaison with Primary Schools and other Education facilities along with consultation with parents/carers and professionals.	Ongoing.
Continue to develop a greater awareness of and confidence in working with and supporting pupils with SEND and SEND amongst staff.	Communicate relevant information to staff to ensure awareness of the student's needs and strategies when working with them. Identify areas where knowledge and skills base needs to be extended.	Ongoing.
To ensure appropriate technology is used where it is deemed to be beneficial.	Consultation with parents/carers and professionals and, where required, a feasibility study.	Ongoing.

Developing Access to the Physical Environment of the School

Objective	Strategy	Timescale
As a place of employment CRGS will strive to meet the needs of all staff to support their full inclusion into the workplace.	Working in partnership with the employee, Occupational Health and appropriate external support services, reasonable, necessary adjustments will be undertaken to enable full access to all areas of the school.	Ongoing.
Ascertain disabilities of students to enable adaptations to be made prior to the students arriving.	Continue liaison with Primary Schools and other education facilities along with consultation with parents/carers and professionals.	Ongoing.
To enable parents/carers and visitors to use the school site and access the full range of activities put on by the school.	Parents/carers and visitors are asked to inform the school of any adjustments needed. The school will then ensure these adjustments are met, where reasonably possible.	Ongoing.
Site security	In the case of an identified need, a discussion will be held with professionals involved with the young person along with parents/carers and relevant school staff. Reasonable adjustments will be considered based on cost and what is right for our school.	Ongoing

Improving Delivery of Information

Objective	Strategy	Timescale
To continue to co-ordinate special exam access arrangements in accordance with up to date JCQ guidelines.	The SendCo and Student Support Managers to lead on this, ensuring appropriate access and support for public exams.	Ongoing.
Notices and information about school events to be displayed on the schools TV Screens and website.	IT to be more proactive in sourcing information and all staff to send photos and updates in a timely manner.	Ongoing
Look at alternative ways of providing information e.g. audio versions.	Advice from professionals and specialists of identified disabilities	Ongoing and as required.
Increase awareness of the importance of good communication systems.	Training and briefing sessions. Advice from professionals and specialists of identified disabilities	Ongoing and as required.