

Accessibility Plan

Approved By: School Governing Board

Ratified: September 2025

Last reviewed on: September 2025

Next review by: September 2028

Reviewed by: Headteacher and SENDCo

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 learners with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable learners with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to learners with disabilities

Our school aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

With regards to the legislation and related guidance, Batley Grammar School in line with the Trust and School vision and Values, aims to improve accessibility

- Increasing access for disabled learners to the school curriculum.
- Improving access to the physical environment of schools.
- Improving the delivery of written information to disabled learners where appropriate

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.

The school supports any available partnerships to develop and implement the plan, working in partnership with Batley Multi Academy Trust and Kirklees council.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including learners, parents, staff and governors of the school

2. Legislation and guidance

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

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, '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 learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a learner with disabilities faces in comparison with a learner without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

CONTENTS OF ACCESSIBILITY PLAN

In this Accessibility Plan any reference to Batley Grammar School refers to the whole school including the Primary Phase and the Early Years.

ADMISSIONS AND DISABLED LEARNERS

Batley Grammar School is a member of the Batley Multi Academy Trust which welcomes all children of all abilities, from 4-16 years, who can make the most of the opportunities that are offered and can flourish in the caring environment of the school.

Treating every child as an individual is important to us and we welcome learners with physical disabilities and medical needs provided that they can cope with our site, and that we can effectively meet their needs. The school must feel reasonably sure that it will be able to educate and develop a disabled learner to the best of his or her potential and in line with the general standards achieved by the learner's peers.

The school's policy applies to all learners and potential learners, regardless of any disability they might have. The school is obliged to make reasonable adjustments to ensure that a disabled learner, or potential learner, will be at no substantial disadvantage compared to a learner who has no disability.

We request that parents of children with any known disabilities discuss their child's needs and requirements with us before he or she sits the Year 7 admissions assessment so that we can make adequate provision for him or her. Parents/carers should provide a copy of a medical report to support their request, for example, if they require large print material or other special access arrangements. Similarly if parents/carers are applying for a place for entry into Batley Grammar School Secondary Phase Primary Phase, at any stage, they should be honest on the application form about any disability that their child is known to have.

ON ENTRY

Each learner with a disability requires special consideration and treatment. Reasonable adjustments will need to be put in place, as appropriate, so that the learner can access the curriculum. We will discuss thoroughly with parents and their medical advisers, the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before they become a learner at the school. We recognise that some disabled learners will require specialist support from our SENCO, and we would expect to discuss this issue with parents before their child enters the school.

The school's SEND and Admissions policies are available on the school web site.

PHYSICAL ACCESSIBILITY

Batley Grammar School's Accessibility Plan demonstrates the plan for making the school site more accessible to disabled learners, parents and visitors. We do our best to make adjustments to take account of an individual learner's needs, within the constraints imposed by old, historic buildings which are on more than one level and without lifts. We also strive to improve accessibility to and around the buildings for all visitors to the site.

During the school day secondary students and, to a lesser extent, primary learners are required to move from classroom to classroom often upstairs in buildings without lifts. These problems cannot be remedied without major alterations to the physical features of the school. This may be a barrier to learners with some types of physical disability.

MEDICAL CONDITIONS

Batley Grammar School has 1 medical room within the wellbeing centre and several First Aid trained staff (see First Aid Policy). The procedures to follow, should a learner be injured, are indicated in the First Aid Policy.

The staff are informed about learners with any significant medical needs and these are also recorded in the medical register in the staff room. If these needs are long term or substantial then a Health Care Plan will be written and distributed to all teaching and other relevant staff. Regular communication with health care professionals occurs to ensure accuracy of the Health Care Plan.

ACCESS TO THE CURRICULUM

When a learner with a disability is admitted to Batley Grammar School then the school will make reasonable adjustments to enable the learner to access the curriculum by:

- Ensuring that all staff receive the necessary training to be able to teach and support the learner;
- Endeavouring to organise teaching in accessible classrooms. (e.g. both Art and Food Technology are located upstairs in specialist classrooms to which there is no disabled access by wheelchair);
- Differentiate work so that it is accessible to disabled learners;
- Modify the curriculum as applicable.
- Make appropriate adjustments to time allowed and expected outcomes of work to be completed by disabled learners;
- Allow learners alternative methods of recording work, where it is affordable by the School;
- Include learners on school visits provided that, following a risk assessment to the health and safety needs of the learners, and others on the trip, it is safe to do so. Additional resources needed on health and safety grounds will be charged for;
- Encouraging disabled learners to take a full part in the curriculum including extracurricular activities.

- Risk Assessment put in place to support the learner and the appropriate adjustments needed for example leaving lessons early to avoid large crowds and lesson change over;
- Foot stools put in place in order for learners to reach cooking hobs safely;
- Buddy system for disabled students to support access in and around school.

ACCESSIBILITY AUDIT AND PLANNING

Survey of the school site

The survey of the site evidences areas that have been improved to make the school more accessible and also recognised areas which still needed to be improved.

Areas that have been made more accessible/improved since 2006	1. Ramps to enable access to the ground floor of the main building. 2. New disabled toilets in the main building 3. Access to sporting and recreational activities and trips made possible where health and safety arrangements allow 4. Review of policies concerning bullying, physical and mental welfare 5. Dispensing of medication policy reviewed 6. Staff awareness raised with regards to disability issues 7. Edge of dining room stairs painted to increase visibility 8. Signage to disabled parking 9. Disabled access via student reception 10. Introduction of parking permits for temporarily disabled learners when required. 11. Improvements to tarmac road between Hudson Room and top access road. 12. Edge of dining room door thresholds painted to increase visibility 13. Playground markings improved for visually impaired students 14. Repair entrance matting to student reception. 15. External door furniture to make opening the door to classrooms 115 to 117 easier. 16. Improvements to tarmac on path to rear of School Kitchen and Sports hall.
Areas to be improved 2020-2026	1. Lower floor of laboratory block would benefit from a short ramp. 2. Remedial work to re-level ramp to student entrance. 3. Footpath to girls side of PE needs to be re-levelled.
Areas that have been made more accessible/improved since 2005	1. Widening of the upper corridor doorways. 2. Widening of the learner reception doors and corridors
Areas to be considered in the future	Full access to all floors of the school to be considered and evaluated.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher

It will be approved by the governing board.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk management policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy

References:

- A. Introduction to: "Schools and the Disability Equality Duty in England and Wales, Guidance for Governors, Head teachers, teaching and support staff working in schools in England and Wales."
<http://www.dotheduty.org/files/Primaryandsecondaryeducation.doc>
- B. "Accessible Schools: Summary Guidance" Ref: DfES/0462/2002.
http://www.teachernet.gov.uk/_doc/2215/Accessible_Schools.pdf.
- C. www.drc-gb.org
- D. <http://www.equalityhumanrights.com/en/Pages/default.aspx>



BATLEY GRAMMAR SCHOOL

Priority 1: To increase access for disabled learners to the curriculum (including teaching and learning, extracurricular clubs and cultural activities or visits).

Target:	Actions to be taken:	Timescale:	Responsibility	Outcomes:
Ensure all necessary provision is in place for learners with additional needs and/or medical needs	• Annual review of EHCPs • Annual reviews of all medical information	• Annual/termly • Annual/ongoing	• SENDCO • Medical lead	• Outcomes of learners is improved • Health is sustained or improved
To increase staff knowledge on aspects of disability within the school community i.e. ASC, ADHD, Dyspraxia, Dyslexia, HI, VI, SLCN etc	• Audit staff knowledge • Provide relevant CPD opportunities e.g. Staff training via whole staff training and 15 minute forums/briefings • Sign staff up to online courses for upskilling and qualifications	• Annually • Ongoing	• SENDCO • Teaching and learning lead	• Staff confidence is increased • Improved classroom practice • Better outcomes for learners

Improve access to the curriculum inside and outside of the classroom	All teachers to are clear on the needs within their classroom. • Ensure all classrooms use a range of visual resources and a range of ICT • Pre-visits or virtual visit to school trip location • Ensure regular statutory testing is taking place.	• Ongoing • Half termly • Annually • Termly	• Class teachers • Specialist teachers advising • ICT team • Exams	• Improved learner engagement • Improved experiences with visuals and ICT • Extracurricular learning • Accurate records of the impact the curriculum is making
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Priority 2: To improve access to the physical environment of the school (including physical aids to access education)

Target	Actions to be taken:	Timescale:	Responsibility	Outcomes:
• All learners can access all areas of the site	• Audit of accessibility of grounds	• Ongoing	• Premises Manager	• Learners have access to all areas necessary.
• Supporting learners' physical needs.	• Annual Review of all PEEPs • Ensure relevant staff training is in place to support learners with their personal care. • Intimate Care plans are codeveloped and updated with medical staff and parents. • Ensure the toilets/ changing room facilities are fit for purpose for disabled learners and visitors.	• Annually and updated as and when	• SENDCo • Medical lead • Class Teachers • Premises Manager	• All Key Staff are identified and knowledgeable regarding Pupil Emergency Evacuation Plans. All PEEPS updated and accessible Manual Handling training

	Focus on the layout of the classroom environment to ensure accessibility for children with physical needs.			
To ensure classrooms have any necessary resources for visually impaired children.	- Consultation with visual impairment team - Relevant resources to be provided in specific classrooms such as magnifier, alternative lighting, writing slope etc	Ongoing	- SENDCo - Class Teachers	Visually impaired learners can access learning within the classroom.
To ensure classrooms have any necessary resources for hearing impaired children.	- Consultation with hearing impairment team - Relevant resources to be provided in specific classrooms such as visual support, modelling, scaffolding etc - Work with parents to ensure that hearing aids are worn and working.	Ongoing	- SENDCo - Class Teachers	Hearing impaired learners can access the learning in classrooms.
Improve signage and external access for visually impaired children.	- Outline steps with mustard paint. - Ensure all entrances and exits have clear signage.	- Ongoing - Annually	Premises Manager	All steps marked to improve access on site

Supporting student's emotional and mental health needs.	- Continue to have a Wellbeing Centre as a high priority service with a safeguarding team and listening service/PALS - For keyworkers to meet and greet learners with anxiety or attachment difficulties. - To offer appropriate locations for learners to take a short timeout.	Ongoing	- Wellbeing team - SENDCo - Class Teacher	- Wellbeing centre - Access to other services - All learners are welcomed and supported coming into school
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Priority 3: To improve the delivery of written information to disabled learners, which is provided in writing for learners who are not disabled.

Target	Actions to be taken:	Timescale:	Responsibility	Outcomes:
Make available any brochures, newsletters and other information for parents/carers in alternative formats and fonts if requested. Translate is available on the school website.	- Review all current school publications and promote the availability in different formats and fonts for those who require it. - Ensure all documents is produced in an accessible format (where needed) and electronic documentation is produced using accessibility checker to ensure compatibility with accessibility software (e.g., immersive reader, screen readers, language modifier)	- Ongoing - Ongoing	- ICT Support - SLT Links/leader producing policies and information sent out to parent/careers	- Information shared is accessed by all families - Parents receive relevant information in a timely manner - Information is readily available on the website at all times in a format that can used with immersive reader for accessible fonts and read aloud.

• Availability of a BSL interpreter if required. • Availability of an EAL interpreter if required.	• The school will use a BSL Interpreter service or EAL interpreter service to ensure full Parental participation in the school life (from meetings to open evenings/parent evenings).	• Ongoing	• SENDCo/Inclusion Team/Class teacher	• All families have greater access to information and can participate in meetings and discussions about their child and participate in open/parent evenings.
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