



# Wakefield Grammar Pre-Preparatory School

<b>Document Reference</b>	<b>Accessibility Plan (including EYFS)</b>
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<b>Name of Approver / Committee Date Ratified</b>	WGPPS GEC 11.10.2023
<b>Date of Next Review (Annually)</b>	<b>September 2024</b>

**VALIDITY – Policies should be accessed via the Foundation intranet to ensure the current version is used.**

### CHANGE RECORD - REVIEW PERIOD (Annually)

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.00	May 2021	Created, Emma Gill, WGPPS Head
V1.01	Sep 2022	Reviewed Emma Gill, WGPPS Head
V1.02	Sept 2023	Reviewed Emma Gill, WGPPS Head

To be published on the following:

<b>Staff shared</b>	<b>X</b>	<b>School website</b>	<b>X</b>	<b>ISI Portal</b>	<b>X</b>
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# WGPPS Accessibility Plan

## 1. Introduction

At Wakefield Grammar Pre-Preparatory School (WGPPS), our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We recognize everyone's uniqueness and success and learning in all its forms. We are committed to nurturing lifelong learners. We are a safe school, which improves children's confidence and self-esteem. We know that safe and happy children achieve and learn best.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The implementation, review and reporting of progress of the Accessibility Plan will be discussed at the Governor Education Committee meeting at the start of the academic year.

The Equality Act 2010 states "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### Linked Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- WGPPS Admissions Policy
- WGPPS Behaviour Policy
- WGPPS Curriculum Policy
- WGPPS Teaching and Learning Policy
- WGSF Critical Incident Policy
- WGSF SEND Policy
- WGSF Equality Diversion and Inclusion Policy
- WGSF Health and Safety Policy

## 2. Objectives

WGPPS is committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

WGPPS Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

WGPPS Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

### 3. Identifying Barriers to Access: A Checklist.

This list is used to help WGPPS identify barriers to access. The list is not exhaustive and is designed to encourage a flexible approach.

#### **Section 1: How does your school deliver the curriculum?**

Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?

**No not in specific cases - but we would identify support and training and action this to meet the needs of any pupils with additional needs - Action: training for staff**

Are classrooms optimally organised for disabled pupils?

**Yes - well organised**

Do lessons provide opportunities for all pupils to achieve?

**Yes**

Are lessons responsive to pupil diversity?

**Yes - PSHE and RE schemes reflect diversity. Assembly and P4C (Philosophy for Children) plans have been designed to build in opportunities to discuss diversity. The recommended reading list and texts selected across the curriculum have core texts which discuss diversity, inclusion and empathy**

Do lessons involve work to be done by individuals, pairs, groups and the whole class?

**Yes**

Are all pupils encouraged to take part in music, drama and physical activities?

**Yes**

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?

**Yes - also children who rely on hearing aids**

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?

**Yes**

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?

**Yes**

Is access to computer technology appropriate for students with disabilities?

**Yes**

Are school visits made accessible to all pupils irrespective of attainment or impairment?

**Yes**

Are there high expectations of all pupils?

**Yes**

Do staff seek to remove barriers to learning and participation?

**Yes**

## **Section 2: Is WGPPS designed to meet the needs of all pupils?**

Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly, library and outdoor sporting facilities, playgrounds - allow access for all pupils?

**No – much of the building does not enable access due to steps and levels. The age of buildings make access difficult and they have a statutory listing. Access is available to all of the downstairs of the school. Access is available to the KS1 playground into school and also from the downstairs classroom to the Foundation stage play area via a new ramp (built in 2021). The widening of the door onto the EYFS playground now meets disabled access needs.**

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?

**Yes - downstairs only. There is no disabled access upstairs currently.**

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?

**Yes**

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?

**Yes – alarm and flashing light. Disabled pupils will have a PEEP**

Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?

**No, no lifts**

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

**No**

Are areas to which pupils should have access well lit?

**Yes**

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?

**Not sure. Action: Check and measure acoustics in rooms**

Is furniture and equipment selected, adjusted and located appropriately?

**Yes selected and located, adjusted where needed**

## **Section 3: How does WGPPS deliver materials in other formats?**

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

**Yes as needed**

Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

**Yes**

Do you have the facilities such as ICT to produce written information in different formats?

**Yes**

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

**No. Action: Staff training on assisting people with disabilities using ICT as needed**

**WAKEFIELD GRAMMAR PRE-PREPARATORY SCHOOL  
ACCESSIBILITY PLAN Sep 2023 - Sep 2026**

Timescale	Targets	Strategies	Outcome	Timeframe and person responsible	Annual review and goals achieved
<b>SHORT TERM</b>					
	Continue to development al health support across school and SEMH specific support in place if needed	Whole school approach to mental health  Embedded zones of regulation	Gain bronze carnegie mental health award  Whole school approach	End of academic year 2023-24  EG/JT	
	Continue to raise awareness of diversity through assemblies and P4C  Assembly plan continually reviewed and being implemented by staff	Assembly log will evidence  P4C plans	Raised awareness of pupils of diversity	Annually EG	
	School planners reflect the focus on wellbeing and mental health	School planners redesigned	Children and parents confidently using planners	Annually EG	
<b>MEDIUM TERM</b>					
	Whole foundation approach to EDI  All staff have developed understanding of EDI  strategy for EDI developed across the Foundation	Leadership attendance of 'Being Luminary' EDI sessions	Staff speak with confidence about their understanding of the protected characteristics and are not afraid to have conversations about this	Leadership team 2023-24	
<b>LONG TERM</b>					

Continue to improve information and support available to pupils and parents in regard to mental health	The whole Foundation will buy in support for parents - ie webinars on mental health / wellbeing evenings	Information will be accessible and highlighted regularly to parents - on firefly, specific events and workshops	All parents know where to get access to resources and support for their children	2023-24	
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