



# Wakefield Grammar School Foundation

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

## CHANGE RECORD - ANNUALLY

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.00	April 2025	Accesssiblity Plans amalgamated and updated to form one WGSF policy and plan.

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# WGSF Accessibility Policy and Plan

## 1. Introduction

This Accessibility Policy and 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 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.

The [SEND Code of Practice 2015](#) defines ‘long-term’ as ‘a year or more’ and ‘substantial’ as ‘more than minor or trivial’. Disability includes sensory impairments and long-term health conditions.

### Links to other policies:

This plan forms part of Wakefield Grammar School Foundation (WGSF) Policies and Procedures and should be read in conjunction with the following policies:

- [WGSF Safeguarding and Child Protection Policy](#)
- [WGSF SEND Policy](#)
- [WGSF Equal Opportunities for Pupils Policy](#)
- [WGSF Equal Opportunities \(staff\) Policy](#)
- [WGSF Admissions Policy](#)
- [WGSF Anti Bullying Policy](#)
- [WGSF Behaviour Management Policy](#)
- [Schools PSHE and SMSC Policies](#)
- [Schools Curriculum Policies](#)

## 2. Abbreviations and meanings

- EHCP Educational Health Care Plan
- PEEP Personal Emergency Evacuation Plan
- SEND Special Educational Needs and Disability

## 3. Objectives

WGSF 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 our schools.

Our schools recognise and value parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respect the parent's and child's right to confidentiality.

WGSF 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.

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

#### **4. Admissions at WGSF**

WGSF accepts applications from prospective pupils with disabilities which include physical disabilities, hearing and/or visual impairment, mental health difficulties, specific learning difficulties (SpLD) and special educational needs (SEN). The ability of WGSF to make reasonable adjustments for a pupil is considered on an individual basis in discussions with all stakeholders (parents, pupils, professionals and the School).

The School is committed to maintaining excellent standards in all aspects of its activities and to enable all pupils to make the most of their talents, both academic and non-academic. These principles extend to those pupils and prospective pupils with disabilities subject to the legal obligation to make reasonable adjustments and not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any

pupil who is not disabled.

In developing new approaches to learning, WGSF will take account of the needs of disabled and SEND pupils.

Where a pupil or applicant is able to cope with the academic demands, as long as reasonable adjustments can be made, the School will strive to ensure that such adjustments are made and that the pupil is not disadvantaged. [Please see the WGSF SEND policy for procedures involving extra-time and for details of coordinating access arrangements with examination boards].

The School is required to make reasonable adjustments to ensure that disabled pupils are not placed at any disadvantage. In considering what is reasonable, we will take into account:

- Any SEND assessment, medical report or EHCP regarding a particular pupil
- The need to maintain academic and other standards
- The practicability and cost of a particular measure
- Health and safety considerations
- The interests of other pupils
- Financial resources available

We recognise that inclusive policies enhance the life of the School and the education of its pupils, but also recognise that it is equally important to ensure that these policies do not impair the education or health and safety of any pupil. We therefore ask the parents of prospective pupils to provide information on any disabilities or specific learning difficulties at the time of application so that we may arrange such advice and assessments as may be appropriate. WGSF reserves the right to take specialist advice from third parties on such matters, while respecting the sensitivity and confidentiality of such information.

WGSF also reserves the right to charge (as extras) the costs incurred in providing for the special needs of a pupil beyond the school's usual offer e.g. specialist equipment for the individual.

## **5. Existing pupils at WGSF**

So far as is reasonable and practicable WGSF is committed to assisting any existing pupil who acquires a temporary or permanent disability during their time at the School so as to continue their education and to take part in as much of their curriculum and wider activities as possible.

When developing new approaches to learning, WGSF will take account of the needs of disabled and SEN pupils.

## **6. Participation in the School Curriculum**

As far as possible, the School strives to respond to the particular needs of its current pupils, and tailors its approach to those current and specific requirements.

The School believes that pupils with impaired sensory or physical needs should have

access to all school activities, as far as possible. Specific training or information for new and existing staff will be given relating to disabilities experienced by specific pupils. In addition, staff are alerted to specific pupils suffering emotional and mental health issues, where appropriate, so that their learning, social emotional and mental health needs can be better accommodated.

The School therefore commits to develop further its learning for pupils with particular needs and protected characteristics, e.g. pupils with ASD, pupils with ADHD, pupils with dyslexia/dyspraxia, pupils who are visually impaired or with impaired hearing, or who have other forms of disability. Such development might include:

- INSET training given by specialists to all staff, including on 'Hidden Disabilities'
- enlarged scripts available for pupils with visual difficulties
- enlarged text books available in science
- computer readers
- word processors
- information on staff room notice boards and information management systems relating to pupils with particular needs
- a broad range of information about the different disabilities which staff can access

In terms of the entry of new pupils with disabilities to the school (and any current pupil who develops a disability in their time at WGSF), the school would aim to mutually agree what aspects of the current curriculum can be delivered effectively with pupils and parents, depending on the specific need and the type of educational activity that might be affected, and to arrange alternative approaches for those aspects of the curriculum which are adversely affected. For example, with a severe physical disability (temporary or permanent) some PE / Games activities and some elements of the senior sections' QED/EDGE options might prove unmanageable. In these cases, the school would aim to make arrangements such that other options were found that might be equally enjoyable and fulfil an equivalent educational challenge.

## **7. Physical Access**

Some of the buildings at WGSF are Victorian and have statutory listing which creates difficulties with accessibility. Although access to most of these buildings would be difficult for individuals with impaired mobility, a degree of access is possible with the assistance of temporary ramps.

Newer facilities on the WGSF site have been designed and built with disabled access in mind and meet the requirements of the legislation. The connectivity between the newer buildings and the older buildings has also meant that a number of other areas of WGSF now have disabled access via the new buildings (using step free access and/or lifts).

When the school has pupils who require wheelchair access through either permanent or temporary disability then lessons are scheduled such that the pupils are able to attend lessons in classrooms that are accessible via a wheelchair with minor adjustments. For example, extensive timetable changes are often put in place with accessible classrooms reassigned for their teaching groups, so that the educational

provision for these pupils may continue with the least interruption, as far as possible. If parents or other visitors attend the school's premises then arrangements are made to ensure that they can access buildings as far as possible.

Disabled toilets are located in all schools at various points and are also available for visitors to the school hall/sports halls.

When there are pupils or staff with a physical disability where mobility is affected, they will be provided with a Personal Emergency Evacuation Plan (PEEP). The school also has staff trained to help evacuate a disabled pupil in the event of a fire through the use of Evac Chairs **See Appendix 1 for a list of where the Evac Chairs are situated throughout WGSF.**

## **8. Information Sharing**

WGSF will ensure that pupils with disabilities have equal access to information. The school is able to respond quickly to requests for information in alternative formats. Parents with disabilities are welcome to request information in different formats should they require it. All pupils have remote access to the school - through Firefly and Google Classroom - which facilitates the transmission of much educational and pastoral information.

Targets and actions being taken to increase accessibility are shown below in **Annex 1 - 4.**

## Annex 1

Disability	Action: i)Curriculum ii)Buildings iii)Information	Who	Timescale
Mental/ Emotional	The pastoral team continues to build on current practice of supporting pupils with mental health issues through individual intervention, as well as the broader pastoral agenda within teams, in assemblies and in PSHE.	Pastoral teams  School Counsellor	Ongoing
	The pastoral teams and School Nurse share information confidentially and as appropriate with parents (and information from parents where necessary), though information from the counsellor is only shared if they believe you are in serious danger or at the request of the pupil themselves.	School Nurse  SENDCo  Exams Officer	
	The SENDCo works with the Exams officer and the Pastoral Team to ensure any pupil with an emotional/mental health difficulty is offered any appropriate support for both internal and external examinations.		
Physical	As far as possible, timetables will be re-organised to provide access to normal lessons. Alternative arrangements to be made for those elements of the curriculum which are not possible to access in the usual way.	Deputy Head, Curriculum  SENDCo	
	Disability equality to be included on PSHE programme.	Estates  School Nurse	
	Risk Assessments to be carried out for any pupil with temporary or permanent physical impairment. The Deputy Head Pastoral, Head of Year/Department will create the required Risk Assessments with the assistance on content where necessary from the Health and Safety Manager. Care plans to be put in place, as necessary.	Deputy Head Pastoral.  HoD  Health & Safety Manager	

	Any plans for future refurbishments to take account of issues of physical disability and to be factored into discussions of changes proposed. Future development to be fully DDA compliant.		
	WGSF is committed to sharing information with all its partners in ways in which they will be able to access it.		
<b>Learning Needs</b>	Ongoing staff training/ CPD during identified sessions/staff meetings/ INSET days. Covering the 4 categories of SEND and focusing on identified specific needs.	SENDCo  All teaching staff	
	System of LAB (Learning Acceleration Base) staff representation within subject departments to allow for increased exchange of information regarding pupil needs and teaching strategies.	LAB staff  School Nurse	
	Ongoing LAB staff training and qualifications, e.g. Inference/Comprehension training, NASENCo Award and AAA Level 7 award. This will support targeted, quality intervention and development of strategic SEND coordination.		
<b>Health</b>	Through the development of the school Firefly portal, Google drive and the chromebook initiative, school work and more of the curriculum is now available on the internet available with pupils who may be absent for various health reasons. The intention is to develop this over the coming few years.	Directors of Curriculum  School Nurse  Deputy Head	
	Phased returns and care plans for supporting pupils at school with medical conditions to be in place.	SENDCo	
	Training and support for staff regarding pupils' health conditions to be in place. See the WGSF First Aid policy.	Form Tutors  All teaching staff	
	In consultation with the School Nurse and pastoral teams, the Deputy Head, Curriculum will endeavour to re-design timetables wherever possible to take account of health needs. The school prides itself upon being as responsive to		

	its pupils' needs as it reasonably can be.		
	Information sharing will be developed further with the Firefly Parent portal – therefore parents will be able to view work set for their children if they are away from school for health reasons.		

**Annex 2: Increasing the extent to which pupils with learning needs can participate in the school curriculum.**

TARGET	ACTION	TIMEFRAME	OUTCOMES	REVIEW
Continue to improve identification of pupils with barriers to learning within the School.	<p>Teacher and support staff to continue to develop their understanding of the 4 categories of SEND.</p> <p>INSET training is also provided on specific learning difficulties, access arrangements and support technology.</p>	Ongoing training as part of Staff Professional Development INSET delivered in house and by external specialists.	Staff have a greater understanding and awareness of potential SEND difficulties so that pupils are identified as early as possible.	<p>Rolling programme of INSET.</p> <p>Screening at Y7, Y9 and any new to school pupils in KS4 and KS5.</p> <p>Use of MiDYIS and Alis data.</p> <p>Tracking of whole school data.</p> <p>Google form information gathering and referral.</p>
Continue to develop teachers skills and strategies to support SEND needs in the classroom.	SENDCo to source suitable online training for new/existing staff relating to SEND needs. (INSET training as above, provided by the SENDCo and external agencies).	2024-2026	<p>Staff feel increasingly confident and skilled at supporting pupils with SEND needs.</p> <p>Individual pupils needs met and positive educational outcomes achieved for all pupils.</p>	
Google docs available for use by all pupils.	<p>School adopt Google Docs which are available for all Senior Section pupils; as the programme is cloud based this enables pupils to access them at any time.</p> <p>Google Classroom is also used.</p>	Ongoing	Pupils will have access to all their documents easily at school and at home.	Pupils are familiar with Google Classroom and the use of shared resources within it.

Resources available to pupils and parents via an online facility.	Firefly and Google Classroom have enabled pupils and parents access from both school and home in order to have access to resources to support pupils.	Ongoing	Pupils and parents have access to a myriad of information and resources at both school and home in order to support the child.	Information is shared between pupils via Firefly and Google Classroom. Parents have access to Firefly.
Parental Inset to encourage home support for pupils particularly in the Senior Section during GCSE and A level years.	<p>Parent meetings organised to discuss and evidence the resources produced by the LAB and the support given in school and also how parents can support pupils at home with reviewing and revision.</p> <p>LAB presence at parents' evening and parent calls home.</p>	2024-2026	Parents are more aware of strategies to support their children and feel empowered to get involved.	<p>In school sessions to demonstrate to parents taught revision/study skills.</p> <p>1-1 meetings and telephone meetings with parents.</p> <p>LAB support and future support discussed at Parents' Evenings when IEPs are reviewed</p>
All SEND pupils have access to appropriate resources to support their individual needs.	LAB to research and resource where possible equipment to support needs eg. Read&Write, exam.net, reading pen/magnifier/ appropriate software/enlarged and coloured papers.	Ongoing	SEND pupils' needs met and access to curriculum facilitated.	
Pupils within school experiencing learning difficulties are identified as early as possible and a programme of support put into place.	<p>The Graduated Approach (SEND Code of Practice 2015) operating in all schools which will lead to early identification of SEND and appropriate intervention.</p> <p>Data tracking using MidYIS (non-verbal and skills scores) and</p>	Ongoing	<p>Staff INSET given and the approach embedded.</p> <p>Parents contacted and involved as soon as possible in the identification process and the assessment process (see the WGSF SEND Policy).</p>	Early Identification at Foundation Stage, KS1 and KS2 within the assess, plan, do review framework. Pupils identified in EYFS, KS1 and KS2 are monitored throughout the school.

	Lucid Exact screening for all Y7 and Y9 pupils.			
Pupils who have been identified as SEND are closely monitored to track progress. Refer to SEND Policy).	Use traffic light system for reporting to track progress. Use of coloured pens to provide evidence for Access Arrangements in internal assessments Agenda item on Dept meetings and HoD meetings. Exams Office produces SEND tracking data.	Ongoing	Through close monitoring and tracking any issues with pupils with SEND are identified and supported.	Early Identification at EYFS, KS1 and 2 within the assess,plan,do review framework. Pupils identified in EYFS, KS1 and KS2 are monitored throughout the school Screening at Y7, Y9 and any new to school pupils in KS4 and KS5 Use of MiDYIS and Alis data.  Tracking of whole school data.  Google form information gathering and referral
Assessment for Access Arrangements.	Pupils monitored throughout school to establish 'need and normal way of working'. Pupils in Year 9 who have attended received long-term support from the LAB at any time in their school career, or have been identified through the MidYIS and Lucid screening, are assessed for Access Arrangements.	Ongoing	Pupils are allowed access arrangements for all internal and external examinations. based on appropriate evidence of need.	Normal way of working is gradually established from first identification. Some AAs are implemented in KS3, most in KS4. AAs are gradually layered so that impact can be measured.

To facilitate the smooth transition from school to university.	SENCO to support and direct pupils in their application for the DSA allowance to ensure a smooth transition to university.	2024-2026	Pupils have equipment and resources and training in place before attending university.	Information shared and signposting offered to parents of pupils needing DSA.  Parents informed of the DSA process.  Pupils supported with DSA application.
Disability equality to be included in the PSHE curriculum including PSED.	Teachers responsible for PSHE to ensure disability equality is included in the curriculum.	Ongoing	Pupils have a greater understanding of disability issues.	Ongoing
New staff are familiar with processes, techniques and strategies used in school.	Information to be issued to teachers via the Induction process at the beginning of the new school year.	Ongoing	Induction given to all new members of staff.	New members of staff and all pupil's teachers are inducted in the SEND school system.
Ensure full access to assessments.	On assessment of difficulty, pupils are given, for example, extra time, rest breaks, overlays, computer readers, word processors, small room invigilation for assessments, as necessary.	Ongoing	Pupil with difficulties in a speed of operation are allowed extra time and other reasonable adjustments in accordance with the JCQ guidance and rules to alleviate the possibility of being at a substantial disadvantage to their peers.	

Parental meetings to discuss IEPs for transfer to either Junior Section or Senior Section.	Parents involved in reviewing IEPs at transfer points, following LAB assessments and at Parents' Evenings.	Ongoing	Parents are able to share their knowledge about their child in terms of strengths, weaknesses and aspirations in preparation for transfer which can then be shared with staff at transition school.	
Training in ASD and ADHD.	To increase staff awareness of a pupil with an ASD/ADHD profile.  LAB staff visit classes to support subject teaching staff in the implementation of strategies	Ongoing	Staff develop effective strategies for teaching and pastoral care of pupils with ASC.	
To ensure that current pupil profile information is transferred and made available to all staff and updated as necessary on SIMs.	All pupil profiles updated efficiently when new Information available from either staff, pupil or parents, assessments and available on SIMS or via the Power BI SEND register.	On-going	Staff are able to access current information on a pupil.	

**Annex 3: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

TARGET	ACTION	TIMEFRAME	OUTCOMES	REVIEW
Continue to ensure all fire procedures take account of the needs of pupils and visitors with disabilities.	Estates Manager, Compliance Manager, Health and Safety Manager, School Heads, Head of Learning Support, other SLT as appropriate to examine all the current procedures and risk assessments to ensure the needs of existing and future disabled pupils have been identified.	2024-2025 policy review and 2025-2026 update.  Also, assess each September for new intake of pupils or if a known disabled pupil starts.	Maintain the safety of disabled pupils at school and ensure there is a recognised set of procedures to meet their needs.  From 2011, Personal Emergency Evacuation Plans (PEEPs) have been provided for disabled pupils (included in the Fire Safety Policy).  Evac chairs have been in place for many years and key refresher training provided regularly.	
Ensure where possible and reasonable that physically disabled pupils, staff and visitors can negotiate steps around the Foundation sites, especially school entry points, corridors and teaching areas.	Provide ramp access and lifts (new build projects). If this is not possible then ensure handrails are installed on steps and staircases. Reflective strips added to the top and bottom of staircases.	New build projects as appropriate.	Disabled pupils and visitors can move as freely as possible around the Foundation sites.	

All specific classroom and common area refurbishments take account of needs of disabled pupils, staff and visitors.	During upcoming and future refurbishments, all aspects that would impact a disabled pupil are reviewed – location of whiteboards, location of door handles, positioning of safety signs, colour schemes, use of window blinds.	Ongoing	More recent legislative changes in respect of design are incorporated to allow disabled pupils to enhance their learning and be more comfortable in school.	
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Ensure there are adequate toilet and changing room facilities suitable for disabled pupils, staff and visitors.	Reviews across the Foundation are currently taking place regarding the existing buildings and resources. Recommendations and changes will be made as appropriate, taking into account accessibility.	Ongoing throughout 2024-2025 and 2025-2026	The Foundation provides appropriate facilities for the needs of disabled pupils, staff and visitors.	
Ensure appropriate access and facilities are included in any major new or refurbished buildings.	Consideration will need to be given to the redevelopment of WGSF buildings to ensure they are fully compliant with the Disability Discrimination Act.	Ongoing	As per architects brief.	
Ensure suitable parking is provided for wheelchair users.	Consideration to be given to a suitable location for disabled parking. School to advise.	Ongoing	Visitors to school using wheelchairs have improved access to school buildings.	

**Annex 4: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

TARGET	ACTION	TIMEFRAME	OUTCOMES	REVIEW
Make information available more accessible to pupils with disabilities.	SENDCo to liaise with teachers to advise the most appropriate method of delivering information to particular pupils e.g. pupils with ASD, ADHD pupils with dyslexia/dyspraxia, pupils who are visually impaired hearing or with social, emotional and mental health needs.	2024-2026	<p>Pupils with disabilities have equal access to information. The school is able to respond quickly to requests for information in alternative formats.</p> <p>Pupils now have remote access to the portal via Firefly for access to homework resources, instructions, and to receive messages.</p> <p>Parents now have access to a work set, resources available in subject areas via FireFly.</p> <p>Enlarged scripts and general written information available for pupils with visual difficulties. Enlarged text books available for pupils with visual difficulties in certain subjects.</p> <p>Information available on Firefly and/or Google Classroom can be accessed through Read&amp;Write read aloud tool. This tool can also enlarge, change the font and simplify text for accessibility.</p> <p>A folder is available on the staff drive with information about the different disabilities in terms of identification and accommodation.</p> <p>Information on staff room notice boards.</p>	

Increase staff awareness of how to improve delivery of written and spoken information.	<p>Advice given to staff about strategies and training for a range of needs .</p> <p>LAB staff visit classrooms to assess possible barriers to accessing information and advise/support staff on how to mitigate barriers.</p>	Ongoing	Staff trained to be able to support pupils with a range of needs and delivery of information.	
Make information available to parents of pupils with a disability or parents with a disability themselves.	Parents can request their preferred method of receiving information about their child(ren).	Ongoing	Parents have equal access to information about their children.	
A coordinated system of information about pupils which contains information on the whole child including SEND from Y7 through to Y13.	<p>SIMs populated with SEND information on pupils including IEPs Password protected software.</p> <p>Power BI SEND register.</p>	2024-26	Staff have information about the pupil from entry to the point of leaving. This gives a comprehensive overview of 'the pupil'.	

## **Appendix 1: WGSF EvacChairs**

### **Existing Chairs:**

#### **QEGS**

1st Floor Physics (QEGS)  
1st Floor English (QEGS)  
2nd Floor English (QEGS)  
1st Floor M.F.L (QEGS)  
6th Form Centre (QEGS)

#### **WGHS**

Basement Forest Building (WGHS) Stair Climber  
1st Floor Forest Project Design (WGHS)  
2nd Floor Forest D.T (WGHS)  
1st Floor Gill Link Corridor Cliff End (WGHS)  
1st Floor 6th Form Common Room Ross (WGHS)