

Grey Court School **ACCESSIBILITY PLAN 2025- 2028**

Outline

Grey Court School is committed to ensuring equality of opportunity, including provision for disabled students. The Disability Discrimination Act describes a disability as “a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities”. This accessibility plan sets out our agreed commitments in providing a school that is accessible to all students, staff and visitors. Its primary focus being to provide

- Access for SEND students regarding the physical environment.
- Access for disabled students regarding the curriculum, including written information.
- Challenging any discrimination related to disability.

It has been established through consultation with key stakeholders; including employers, students, governors and our Local Education Authority

Guiding Principles

Grey Court School will monitor accessibility, provision and student voice as part of the annual review of this 3 year accessibility plan

Grey Court School will monitor progress and wellbeing of all Learning Difficulties and Disability (LDD) students each term through the Special Educational Needs Register and the Medical Needs Register.

Grey Court School is committed to developing access to the curriculum for all LDD students, led by the SENCO.

Grey Court School will monitor safety and accessibility for all students, staff and visitors to ensure that our school meets changing needs and provides a safe and accessible environment for all students. Grey Court School works in partnership with Strathmore @ Grey Court to ensure that students with Profound and Multiple Learning Difficulties (PLMD) have clear access around the school site to extend learning opportunities. There are procedures for the evacuation of the building and student safety is regularly reviewed.

The Student Support Centre serves as a learning centre for students who need additional support to address LDD needs; including students who are immobile for a short period of time due to injury and who can access the Centre to ensure their injury doesn't

impact on academic progress. Newman House has been re-developed to promote wheelchair accessibility as part of our review programme.

Grey Court School ensures that all students have full accessibility to the curriculum by working in partnership with outside external agencies such as The Hearing Impairment or Visual Impairment teams.

Grey Court School is committed to developing provision within the Personal Development and Wellbeing (PDW) curriculum and school assemblies to challenge discrimination in regards to disability and to promote positive images of disabled individuals. Grey Court School will work closely with Strathmore @ Grey Court to promote positive images of disabled students and will foster friendships and support through the school's PSA (peer support assistant) programme and opportunities for co-learning where appropriate.

Grey Court School will monitor any incidents of bullying in regards to disability and, if appropriate, use a restorative approach as a means of addressing this discrimination. Grey Court School is committed to developing staff training to meet the changing needs of our student cohort.

Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

Grey Court School - Accessibility

A – ENSURING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe	Outcomes
A1: Develop a range of learning resources that are accessible for LDD students.	SENCO to lead faculty developments through IEP, Teacher Around Child Meetings and wave 2 provision map A bank of differentiated learning resources available as examples of good practice	Middle leaders planning time Referral to SENCO Assessment resources	On-going: ensure clear evidence of normal exam conditions over time for access applications	Students with disabilities have increased access to curriculum materials. Students have access arrangements according to need
A2: Teachers develop their knowledge of different teaching and learning styles.	a) SENCO to attend all faculty meetings on rotation basis to promote strategies of developing range of learning styles b) Ensure that the curriculum is suitably tailored to individual needs through Teacher Around Child	Differentiation resources to promote good practice	SENCO attending faculty meetings to advice on-going	Teachers use IEPs and AEN Faculty resources to develop understanding of learning needs and meet these needs through differentiated resources.

	<p>meetings, Learning Support Agreements and IEPs</p> <p>c) Using staff INSET and training meetings to develop teachers skills in regards to access in mainstream classrooms.</p>			
A3: To ensure all texts are accessible to all students who are expected to learn from them	<p>SENCO to liaise with Literacy leads and HoDs to ensure reasonable adjustments are put in place to enable students to access texts that are above their reading level / age.</p> <p>RA all students to be accessible to all teaching staff</p>	<p>Development of IEPs to ensure literacy and comprehension skills are clear to all teachers where this might be a barrier to learning.</p>	<p>Whole staff training On-going monitoring</p>	<p>Ensuring students have equal access to curriculum</p>
A4: Disability equality issues are developed into PSHE curriculum and school assemblies	<p>Review of PDW programme to address and challenge student thinking on disability</p>	<p>Working in partnership with Strathmore @Grey Court.</p>	<p>Use of PDW lessons & assemblies, a range of learning opportunities and extra-curricular</p>	<p>Students have greater understanding of disability issues and opportunities to foster friendship with</p>

			events including sports day.	students who have PLD
<p>A5: Give equal opportunity for students with disabilities to take part in on /off site educational and social experiences.</p> <p>A6: Discrimination is challenged throughout the school in regards to disability</p>	<p>Monitor arrangements for school trips, fieldwork and residential visits, to ensure there is access for students with disabilities. This includes both venues and transport.</p> <p>Monitor the Destinations for colleges where KS4/5 students study to ensure other educational sites provide good accessibility and support.</p> <p>Use of restorative approaches to challenge prejudice, monitoring bullying in regards to disability and to foster positive relationships through</p>	<p>SENCO regular meetings with LM</p> <p>Risk Assessment to take into account the needs of any SEND students</p> <p>Use of Student Support Officers, development of PDW programme and working in partnership with Strathmore @Grey Court</p>	<p>Summer term meeting between Premises and key stakeholders</p> <p>On going</p>	<p>SEND students have access to a full range of off- site activities provided by the school.</p> <p>The school leads in breaking any barriers between disabled and non-disabled students. It celebrates diversity and provides a range of learning opportunities.</p>

	Peer Support Programme			
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B - IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Timeframe	Outcomes
B1: To have clear procedures and protocol with Strathmore @ Grey Court to ensure there is agreement in regards to accessibility and all students are kept safe.	Protocol agreed and clear procedures in place, including fire safety	Regular monitoring of procedures with site manager	Ongoing	Students (and staff/visitors) are able to navigate easily around school
B2: Monitor level access to ground floor facilities	Newman House access to all floors completed; including easy access to SSC for students with short term mobility difficulties (eg broken leg)		Ongoing	Students (staff/visitors) with wheelchairs can access the ground floor of the school.
B3: Ensure fire procedures take account of the needs of students with disabilities	a) Monitor the needs of the identified students through SEN / Medical needs register		Needs ongoing review with site manager	Identified students are safe and have a clearly recognised set of procedures to meet

	<p>b) To work closely with Strathmore @ Grey Court in regards to fire procedures, including evacuation of buildings.</p> <p>c) Use of appropriate equipment, including Evac-chair as appropriate to needs</p> <p>d) Ensure that procedures take into account easy access for wheel-chair users</p>			their needs in case of fire.
B4: Review external lighting coverage	Continue to monitor provision of lighting for external areas in particular walkways from external buildings and to car park areas.		On going	Appropriate lighting is provided to all walkways and car park areas contributing to making the school site a safer and more secure environment.
B5: Monitor walk and pathways to ensure free access to all areas of the school site.	Monitor access ways for their wheelchair users. Monitor paved pathways to areas		Rolling programme of maintenance	All parts of the school have "appropriate access" via properly maintained paved

	the Ingenium and Newman House to ensure they meet H&S requirements			walkways and the provision of paving to those areas where it is needed.
B6: To ensure development plans regarding school facilities are looked at with a view to enabling our students, Strathmore students and disabled community users to use re-developed facilities equally.	RGO to ensure accessibility is a key feature of development plans.		On going	Equality of access for all students, parents and members of the community in further redevelopments.

C - IMPROVING ACCESS TO INFORMATION

C1: Ensure information remains accessible to all parents	To liaise with EAL Coordinator re the need for school information to be translated into home language To have clear induction procedures for EAL students and their families Provide enlargement of information for V1 students. Use technology to enhance access.	Use of provision map, medical needs register, EAL register, SIMS and minutes from AEN meetings Further external agencies to support according to need; eg sensory impairment advice team.	Ongoing monitoring: clear procedures completed	All students and their families have equal access to information.
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