



THE **MIRFIELD**
FREE GRAMMAR

Accessibility Policy

Approved by:	LGB		
Responsible department:	Site		
Last review date:	Summer 2024	Last reviewed by:	S Stiekema
Last updated:	Summer 2024	Last updated by:	S Stiekema
Next review due :	Summer 2027		

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

This plan sets out the proposals of the Governing Body of The Mirfield Free Grammar to increase access to education for disabled students in the three areas required by the planning duties in the Disability Discrimination Act:

- Increasing the extent to which disabled students can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
- To ensure all school policies, plans and procedures are reviewed as part of a 3-year programme and amended, if necessary, with regard to general duty under the Disability Discrimination Act 2005.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind, our commitment to which is demonstrated in our value of Equity '**The Quality of being Fair and Equal to Everyone**'.

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.

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

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Accessibility at The Mirfield Free Grammar

As part of our ongoing commitment to improving the environment at The Mirfield Free Grammar we have undertaken a number of refurbishment and building projects over the past few years. With each one of these projects, we have improved the physical accessibility of our school.

In September 2014 a major building programme at the heart of the school eliminated most of our accessibility barriers, with ramps and level thresholds added.

Major refurbishment of the school buildings and grounds from 2008 has resulted in:

- Classrooms with better use of floor space to enable easier movement around the room
- New ceilings, floor and wall finishes to improve acoustic performance
- Better conditions for the use of technology including interactive white boards to the classrooms
- DDA compliant doors throughout school
- External level accessible thresholds

We have tried hard to achieve our vision and a number of the successful outcomes are listed below:

- Learning support assistant time was allocated to behavior and curricular support for children with Special Needs (curriculum).
- Numerous accessible parking spaces have been installed for disabled people (physical)
- Large screens installed in halls with projectors (visual)
- New speakers and sound system with range of wireless microphones

At The Mirfield Free Grammar we strive to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

On 'access to the curriculum', we have incorporated inclusive development through national strategies, through local initiatives and through in school development. Lesson observations include aspects of inclusion in teaching and learning.

Scheme of work revisions include measures to ensure that all students including those with disabilities can access the curriculum. This is a rolling programme of improvements which is leading to holistic embedding of principles.

On 'information,' we have tried to use a range of formats to meet differing needs. Visual signs are used in appropriate places for all students, and particularly for those who need visual cues to help them. We are aware of services to produce alternative formats if necessary. We will use our

information systems to monitor our progress as a school and the progress of disabled children within the school to ensure that we are helping all children to achieve.

3b. Involvement

Care plans are drawn up for children identified as having disabilities in consultation with specialist support services and parents. They are reviewed regularly and are made available to and discussed with all relevant members of staff, both teaching and non-teaching.

There is a standing item on the agenda for all Governing Body meetings related to SEND.

Liaison with the specialist support and medical care services involved with individual children is a fundamental aspect of our provision. We include the recommendations of these services/agencies in all care plans for all students.

3c. Management, Co-ordination and Implementation

A record of all students with identified disabilities is kept confidentially and updated regularly.

The academic progress of students on this register is tracked using the established school systems and any outcome gaps identified.

The participation of all students at after school clubs is monitored closely and particular consideration is taken of the uptake of places in these clubs by disabled children.

We endeavour to ensure that disabled students participate in all educational and non-educational visits and make provision accordingly.

The monitoring and assessment of the impact of this plan and curricular provision/standards achieved by students under its remit are integrated into review meetings on an annual basis. Trends in data will need to be analysed as the latter is collated following the implementation of this plan.

Parents are fully informed of all provision made for their children and are involved in formal meetings. Teachers are always accessible for informal meetings to discuss progress.

3d Hearing Impaired

There is a Kirklees LA designated hearing-impaired unit as part of their disability access across the authority. Facilities at The MFG include a hearing loop in W08 and portable hearing devices.

3e. Sight Impaired

There is a Kirklees LA designated sight impaired unit as part of their disability access across the authority. At The MFG we have colour coded areas to help sight impaired students find their way around the buildings. Yellow paint has been used to improve corridor steps and outside areas.

3f Physically Impaired

As part of our ongoing commitment to improving the environment at The MFG we have undertaken a number of refurbishment and building projects over the past few years. With each one of these projects, we have improved the physical accessibility of The MFG as follows:

Wheelchair Access

- Externally to White Block including a lift to the Learning Resources Centre
- Green Block and Blue Block are accessible using the lift to the Learning Resources Centre
- Red Block is accessible from an external door by R1
- Student Support Centre
- Stewart Hall, Thorburn Hall and the Studio Theatre
- 'Take 5' restaurant and Sixth Form refectory
- Science
- PE area, including boys and girls changing rooms, sports hall and gym.
- College Block with lift access to the upper floor.
- In addition, there are disabled toilets sited in White Block in WO1, Red Block by R03, at the bottom of the Technology Centre, the studio theatre and Green Block, Science and in Sixth Form Claret Block building.
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3g. Additional Support

Specialist support may be put in place, depending on individual needs and in consultation with students and parents. These may include educational psychology, autistic spectrum disorder support, sensory service for hearing or visual impairment, speech, language and communication support, occupational therapy support, physiotherapy support, school nurse, and links with specialist provision establishments.

3. Action Plan

Aim	Current Good Practice	Objectives <ul style="list-style-type: none"> - Short - Medium - Long 	Actions to be taken	Person Responsible	Date to Complete Actions	Success Criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	Short	Distribute registration form at the beginning of each year and ensure data held in school is accurate and up to date regarding disability and medical needs.	SENCO	Autumn	All staff have a school register. Updated every half term.
	We use resources tailored to the needs of pupils who require support to access the curriculum	Short	Ensure all staff have access to the resources	SENCO	Autumn	
	Curriculum progress is tracked for all pupils, including those with a disability	Short	Scrutiny of planning and books by subject coordinators, ST, SENCO and staff	SLT/SENCO	On-going	Book scrutiny form completed after scrutiny/ Overview given to staff.
	Targets are set effectively and are appropriate for students with special needs	Short	Regular student progress meetings	SLT/SENCO	On-going	Student progress meetings are held every half term with targets set.

	The curriculum is reviewed to ensure it meets the needs of all students	Long	Identify the training needs of staff to understand and meet the needs of disabled students.	SENCO	Autumn	Staff completed the CPD area of development.
	Care plans in place for children with medical needs and reviewed regularly with support put in place where required eg lunch time supervisor, diabetes training.	Short	Risk assessments completed for children with EHVC	SENCO	Termly	EHCP children risk assessment completed and put on file.
	Support staff and teachers receive appropriate training, including annual epi-pen and epilepsy training.	Long	Provide specialist aids, equipment and ICT to promote disabled students access to the curriculum	SENCO	Termly	SENCO discusses needs of individual child with the class teacher during SEN review meetings
	Children with disabilities access school trips, special events. After school clubs etc	Short	Monitoring of children who attend after school clubs			Collection of data at the end of each half term and out in report for ST/Governors

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Library shelves at wheelchair-accessible height</p> <p>Visual strips on stairs</p>	Long	Continual monitoring of the building to meet the needs of any new child that starts or of those of an existing child that attends	SLT/SENCO	Ongoing	Amendments made following information provided from outside agencies. These will be recorded and added to risk assessments.
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Improve the delivery of information to students with a disability	<p>EHCP's are used to create individual programmes of study.</p> <p>Teachers completed ASD training</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> - Pictorial or symbolic representations - Large print resources - IWB <p>Specialist agencies visit regularly to support staff & students eg SpL, OT's, EdPsy, Diabetes Nurse</p>	Long	Identify and address training needs of staff to understand and meet the needs of disabled students.	SENCO/Staff	Termly	<p>Staff completed the CPD area of development.</p> <p>Discussed during SEN review meetings.</p> <p>SENCO keeps a record of outside agencies that have visited school or through virtual support.</p>
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