
Disability Access Plan

The Grey Coat Hospital takes a whole school approach towards improving access to the curriculum and information for disabled students. In accordance with the Disability Discrimination Act 1995, the Governing Body seeks to ensure that students are not discriminated against or treated less favourably because they have a disability.

Students with a disability are considered as having a Special Educational Need (SEN) which is defined in the SEN Policy of this booklet and the SEN Code of Practice (2001). The DDA defines a disabled person as someone who has:

‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The purpose of a Disability Access Plan is to seek to remove any barriers to learning for disabled students. It considers access to the curriculum and information as well as the physical environment within which learning takes place.

It is important to note that The Grey Coat Hospital is a split-site building. The St Andrew’s building (lower school) is a listed building which offers full disabled access on the ground and first floor, but limited wheelchair access beyond. The St Michael’s building (upper school) offers full disabled access.

SHORT TERM DISABILITY ACCESS PLAN

TARGET	STRATEGY	OUTCOME	DATE	GOALS ACHIEVED
Ensure that all staff are aware of the legal implications for disability access to curriculum and information.	Staff training for current and new staff.	Staff understand their responsibilities under the act.	Ongoing for new staff.	Whole school approach – all teachers are teachers of SEN students' (GCH SEN Policy).
Ensure that staff are aware of strategies for specific needs of a student.	Staff training and regular communication via email.	Staff continue to update their skills and resources.	Ongoing as training.	Students with specific needs are catered for.

MEDIUM TERM DISABILITY ACCESS PLAN

TARGET	STRATEGY	OUTCOME	DATE	GOALS ACHIEVED
School trips accessible to all wishing to take part.	Continue to make every effort for all students to participate in school trips as far as possible. Review School Journey Policy to better accommodate all students.	Students will have equal opportunities to go on school trips regardless of their disability.	Ongoing priority for trip organisers.	Aim is that no students with a disability will be disadvantaged because of that disability.
Each department to build up a bank of resources for students with special and specific needs.	Departmental LSAs and SENCO work with departments on this project. Resources prepared for students with specific needs which will also be available for use by other students with similar needs in the future.	A range of appropriate resources readily available in each department.	Ongoing – SEN Dept hold regular meetings.	Access to the curriculum and information made easier.
Ensure all staff are aware of individual needs of students with SEN.	SEN dept communicates information and useful strategies to all staff. SEN staff also provide training and information on specific learning difficulties – e.g. autistic spectrum and hearing impairment.	Strategies used by teachers are tailored to the individual student. Staff awareness is increased through training.	Updates regularly by email.	All students have better access to the curriculum.
Improve access to the curriculum by multi-sensory teaching methods.	SEN department to advise departments on best methods to help individual students when using interactive boards in the classroom.	Lessons include various teaching methods and aids.	Ongoing	Greater opportunities for learning.

LONG TERM DISABILITY ACCESS PLAN

TARGET	STRATEGY	OUTCOME	DATE	GOALS ACHIEVED
Improve acoustics in classrooms.	Use acoustic materials.	Concentration of students improved.	Programme continues when rooms are refurbished.	Staff benefit from avoiding strain on voice.
Access to the front entrance at St Andrew's site for physically disabled visitors.	Lift installed or the design of a bespoke solution.	Limited access available in the short term, full access in the long term.	2013.	Full access for all.