



The Grey Coat Hospital

Disability Access Plan

POLICY NAME: Disability Access Plan

GOV COMMITTEE: Strategy Committee

POLICY REVIEW TIMING: 3 Years

The Grey Coat Hospital takes a whole school approach towards improving access to the curriculum and information for disabled students. In accordance with the Equality Act 2010 (EQA), 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 which is defined in the SEN Policy of this booklet and the SEND Code of Practice, 2015. The EQA defines a disabled person as someone who has: *'a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their 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 school with buildings a little over half a mile apart. The St Andrew's building where students in KS3 are based is a listed building that offers full disabled access on the ground and first floor and limited wheelchair access on the higher floors. The site also includes an Arts block that is fully wheelchair accessible. The St Michael's building, where students in KS4 and KS5 are based, offers full disabled access.

Key Aims: Increasing access for disabled pupils to the school curriculum
Improving access to the physical environment of the school
Improving access to information

Access to the curriculum			
Item	Action	Target completion	Notes
Communication	Regular CPD sessions for teaching staff to support their communication with pupils with learning difficulties and/or disabilities and or SEND.	Ongoing	Annual event on first staff training day in September with regular updates throughout the academic year
Access to learning resources	Worksheets, literature and other resources are differentiated by content and layout	When resources updated/ replaced	As above
Ensuring a smooth transition from Year 6 into Year 7 (or other years for in-year admissions)	Applicants meet with the Inclusion Team as part of the admissions process to help understand school life in new setting.	Ongoing each year	Year 7 Transition Lead creates individualised transition plans to support vulnerable students who would benefit from enhanced transition support.
All students have equal access to learning	A differentiated curriculum on offer if needed and a multi-sensory approach with teaching adapted to take account of need	Ongoing	Support in place to match the specific needs of each student. Advisory Notes circulated to support staff with making reasonable and purposeful classbased adjustments.
Library learning resources are dyslexia friendly and learning aids available	Increase supply of Barrington Stoke publications. Monitor developments in learning aids	Ongoing	Library funding is in place to ensure dyslexia friendly resources are available for all academic departments
Increase engagement of some KS3 students	More curriculum accessible texts ordered	Ongoing	Monitor purchases by departments to be aware of any changes to set texts
Training to support specific students	Staff undertake training to assist students to remain in school when daily medical procedures are needed	Continues	Ensure needs are identified, first aid and other volunteers are identified and training commissioned
School trips and visits are accessible to students	In planning trips, staff ensure no student is disadvantaged or encounters barriers as a result of their disability.	Reviewed for each event/trip	

Access to the physical environment			
Item	Action	Target completion	Notes
Contrasting nosing on stair treads at the St. Andrew's site	Review staircases and prioritise remedial work	August 2022	Stairs have contrasting nosings, however some would benefit from a deeper contrast.
Improving lighting on staircases at St. Andrew's	As above	January 2023	Ensure light covers, to maximise benefit are cleaned during school holidays on rotation. Replacement with LED alternative is ongoing.
Ensure glass doors are marked as such at both sites	As above	Ongoing	This is being worked through as part of the door maintenance programme.
St. Andrew's East wing access	Feasibility study needed	Dependent on funding	Little space for a lift so re-rooming may be the only option for students, staff and visitors
Ensure spaces are clear and hazard free	Remind staff and students of their responsibilities to maintain a safe environment for all	Ongoing	Remind school community via assemblies and staff weekly bulletin

Access to information			
Item	Action	Target completion	Notes
A wider range of written materials in alternative or specific formats	Ensure communications are available in formats which are accessible to all	Ongoing	Seek specific advice as necessary
Website content is widely accessible	Review documents as they are updated	Ongoing	
Signage to take account of best practice in terms of colour and fonts used	Review signage across all areas and all departments	2022	Awareness raised across the school with the Library adopting a best practice approach
Website accessible to all viewing	Review of fonts and colours, and navigation around the topics for ease of access	2022	Work is continuing and advice is being sought