



## Carre's Grammar School Accessibility and Disability Equality Plan

This plan should be read in conjunction with the RCT Accessibility Policy, available on the Trust's website, [Robert Carre Trust - Policies](#).

### Part 1: Current provision

**Access to Premises.** The current provision within the school for disability access is:

- Four parking bays for disabled drivers (3 marked in Northgate Sports Hall car park and one marked behind the Gym), 2 parking bays can be reserved on site for disabled visitors informing the school in advance of their visit. There is one reserved bay for a member of staff at the front of school.
- Five ground floor toilets for disabled use – Reception area, Gym foyer, Northgate Sports Hall (3, of which 2 are in changing rooms)
- Ground floor toilets available in Maths & Science area (male); adjacent to Rm 33 and Rm 23 (male & female)
- Computer facilities are accessible and available at ground floor level in School House Rm 33, (although rear door has a low step) and Technology; Rooms 42 (19 devices) and 43 (19 devices) (ground floor in Sports block), first floor in Sports block / LRC; Ground Floor Art Rooms 7 (4 devices) and 8 (3 devices), Ground Floor Music Room 40 (16 devices); laptops compatible with school wireless system are also available from Student Support for use in other ground floor areas.
- Automatic door access to Main Reception, using coded card.
- Lift in Sports Block for access to upper floor (LRC, Computer suite and Food Room).
- Ramp access to School House Rm 31, Conference room; level access to Rm 33 (although rear door has a low step) via rear entrance of School House
- Ground floor shower facilities in Sports block.
- Illuminated fire exits.
- Level access to ground floor for Reception, Meeting Room, Medical Room, The Chill, Big School Hall (except for Rooms 38 and 29) and The Technology building; Access to Rooms 38 & 39 via Big School Hall.
- An Evacuation Chair is now strategically positioned so can be used when evacuating via the stairs.
- Improvements to accessibility in summer of 2020 now sees ramped access to additional areas of the school. These are located at: Science and Maths blocks, front doors to Big School Hall and 6<sup>th</sup> form Conservatory.
- This has increased accessibility in school to all classroom facilities from 40% to 58.2%. This figure can increase further with future applications to the Condition Improvement Fund or other funds and will be considered at the next accessibility review.



### **Student Identification.**

The school maintains an Inclusion Register which identifies students with known medical, learning or physical needs. Personal Education Plans are completed in consultation with the student and parents or carers. Student Support Mentors are employed, where necessary, to support full access to the curriculum. Student needs are identified in the following ways:

- Feeder school records and Transition forms completed by primary schools
- Baseline data on entry and at key points throughout their school career
- Achievement and attainment data through the school tracking process
- Information provided by parents
- Medical information
- Teacher monitoring of progress and engagement in the classroom
- Independent assessment of learning difficulties
- External agency input

**Access to Curriculum.** The school is committed to making reasonable adjustments to ensure that delivery and practice are inclusive. All students have access to the Curriculum at KS3, KS4 and KS5 with the curriculum tailored to suit individual need and resources adapted as necessary. Teaching styles and methodology are adapted to cater for student needs. All students are actively encouraged to participate in extra-curricular activities. Special educational needs are a regular focus of CPD to ensure that inclusive practice is at the heart of classroom delivery and school activities. Details of the school's targeted provision can be found in the SEND Information Report on the school website.

**Access to Communications.** Communication within the school is strong and enables the needs of individual students to be identified. Great emphasis is placed on the student voice and it is central to the planning of personal provision and quality assurance processes.

**Date of last review:** April 2023

## Part 2: Accessibility Audit

### Planning duty 1: Curriculum

Issue	What	Who	When	Outcome	Review
The curriculum offered at each school in the Trust should be accessible to all students (11-16) on roll at individual schools or all students in the Trust (16-18) including those with SEND	Audit of the curriculum	Headteacher, Senior Leader i/c Curriculum Subject Leaders, Teachers, SENCO/ SEN Manager	Throughout the academic year	Management and teaching staff are aware of the accessibility needs when planning the curriculum and scheduling the timetable to deliver it.	Each academic year ready for roll out in September
Staff members have the skills to support students with SEND	INSET provided to staff members. Training for teachers on adaptive teaching methods in their subjects	Headteacher, UPS staff external advisors, SENCO/SEN Manager	Throughout the academic year  Planned as part fo the CPD offer annually	Staff members have the skills to support students with SEND	Each academic year ready for roll out in September
School trips and or extra-curricular opportunities take into account students with SEND in order to facilitate their participation	Needs of students with SEND are incorporated into the planning process for all school trips. Paperwork reviewed by EVC to ensure this Adjustments are made in liaison with the parents and SEND student to ensure appropriate access	The Educational Visits Coordinator (EVC)  Trip Leaders  Teachers, SENCO/ SEN Manager  SLT	At the planning stages of each individual educational visit/club	Planning of school trips/clubs takes into account students with SEND	Processes Reviewed as part of the Educational Visits Policy by the EVC in line with the policy review schedule

	wherever possible Clubs and activities are checked by SLT to ensure accessibility				
Students with SEND require additional resources to support their learning	Provide resources (e.g. tablets, coloured overlays, hearing impairment aids etc) to ensure adjustments for students with SEND	Headteacher, ICT manager, SENCO/ SEND manager	Throughout the academic year	Students with SEND can access lessons	Each academic year ready for roll out in September and at key transition points for the SEND student as part of the student profile/IEP review

### Planning duty 2: Physical environment

Issue	What	Who	When	Outcome	Review
<b>The physical environment at each school in the Trust is accessible</b>	Audit of physical environment	Arion and RCT Ops Manager	<u>June 2023</u>	School is aware of accessibility barriers to its physical environment and has a plan, subject to finance, to address them	<u>June 2024</u>
<b>Children with physical disabilities (wheelchair user) cannot access all school buildings</b>	Construction work has already been undertaken to make improvements at both RCT schools	Site teams and local ground workers.	<u>July 2020</u>	KSHS overall accessibility is now 72%. CGS overall accessibility is now 59%	<u>June 2024</u>
<b>There are accessible toilets</b>	Audit current level against expected number for size of school roll	Arion, RCT Site Manager	<u>June 2023</u>	Accessible number of toilets may be increased. Results shared with SLT	<u>June 2024</u>

<b>The RCT school classrooms are not 100% accessible to a wheelchair user. (Aspirational)</b>	Get quotations for work which is required. Possibly 3 lifts needed as a minimum	RCT Site Team, RCT Operations Manager	<u>July 2023</u>	Exec Head, Head of School, Finance Director are aware of the costs involved to make the schools 100% fully accessible.	<u>July 2024</u>
<b>Learning environment of students with visual impairments is not accessible</b>	Audit the incorporation of appropriate colour schemes	Arion, SENCo and RCT Ops Manager	<u>June 2023</u>	Some learning environments is accessible to students with visual impairments. Results shared with SLT	<u>June 2024</u>
<b>Children with physical disabilities (wheelchair user) cannot access all school buildings</b>	The timetable and rooms used to teach lessons can be reviewed to incorporate lessons on the ground floor in accessible rooms.	Cover Manager/ Time tabler.	<u>On-going</u>	Students are taught through reasonable adjustments.	<u>On-going</u>

### Planning duty 3: Information

<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
School information is accessible to all parents and governors with SEND/disabilities	Audit of information and delivery procedures	SENCO, ICT manager	Spring <u>2023</u>	School is aware of accessibility gaps to its information delivery procedures	Summer <u>2023</u>
School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer <u>2023</u>	School is aware of local services for converting written information into alternative formats	Autumn <u>2023</u>
School website is not accessible to users with SEND	Audit of website Website is fully accessible	ICT manager	Summer <u>2023</u>	Website is fully accessible All 3 Trust websites are developed/hosted externally and are designed to be	Autumn <u>2023</u>

				accessible, including a 'High Visibility Version'	
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### Monitoring and review

This plan will be reviewed every two years by the governing board and senior staff.

The next scheduled review date for this plan is **February 2025** Any changes to this plan will be communicated to all staff members and relevant stakeholders.