



CAISTOR GRAMMAR SCHOOL

ACCESSIBILITY POLICY

Approved by Full Board of Trustees:

March 2024

Last reviewed:

Feb 2024

Signed:

Lucy Jackson

Chair of Trustees

Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by:

Continuing to improve where possible aspects of the physical environment of the School Site and other resources so that students with a disability can take advantage of the education and associated opportunities provided by the School.

However, the position of our school site and the age of some of the buildings makes access and inclusion particularly difficult.

This policy complies with our funding agreement and articles of association.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on students’ everyday lives.”

Recent School Developments:

2004	Extension built to Manning Building with improved access
	Suiting of PE and languages
	Installation of disabled toilet/shower room in Sport building
	Fitness suite installed meeting Inclusive Fitness Initiative (IFI) criteria to make facility inclusive.
2005	Building of Sports Pavilion at Navigation Lane with inclusive access
	Disabled parking bays clearly identified on the school site
2008	Plans drawn and fully costed for bridge to link technology block and access to disabled toilet. Due to project cost and financial limitations these plans are on file only.
2010	Music area re-modelled and extended to improve space and access.
2012	Blinds added to teaching rooms.
	Fire alarm modification – alarm volume increased and more ‘bells/sounders’ installed.
2013	New science building constructed
2017	Fire Safety updated, including new fire doors.
2018	Edge of some external steps painted. Accommodation in the dining room to ease access and movement improved

2019	Security of site improved. Separate pedestrian access from vehicle access, drop off bay at the main entrance has been added
2023	PEEPs (Personal Emergency Evacuation Plan) created to allow for safe fire evacuation for students/staff with additional needs.
2023	One way systems on steps created. Visible paint on steps/barriers etc to aid visually impaired student.

Maintenance and renewal:

To ensure that these developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the regular checks of the Site Manager and Associated Staff.

Individual needs:

Priorities set out in this plan may change to accommodate the changing needs of individuals.

Specific priorities include:

- To ensure that staff are fully aware of students needing additional support and differentiation.
- To review the School's responsibilities in this area under the provisions of the Equality Act (2010)

Curriculum delivery:

The School's Development Plan and SEN Policy/Local Offer make clear the School's approach to the delivery of the curriculum. The School actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated as required.

Associated policies and plans:

This plan should be read in conjunction with other relevant documents including:

- Equal Opportunity Policy
- Health and Safety Policy
- Risk Assessment Policy
- Complaint's procedure Policy
- Special Educational Needs Policy
- Curriculum Policy
- School Development Plans

Review and Evaluation:

This plan has the status of a policy of the Board of Trustees and will be reviewed regularly in accordance with the Handbook of Governance.

It is monitored and evaluated by the School's Senior Leadership Team and Board of Trustees.