



THE GRAMMAR SCHOOL
AT LEEDS
Be Inspired

GSAL ACCESSIBILITY PLAN 2023-26

ISI Reference:	ISI reference 17b
Rationale for the Policy:	GSAL acknowledges its non-discrimination and planning duty towards pupils, staff, parents, governors and members of the wider community who have a disability.
Policy aim:	To ensure that every individual with a particular need can access the school, its curriculum and/or facilities.
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Agreed and Authorised by:	SLT/H&S Comm
Date agreed:	6 June 2023
To be reviewed:	Every 3 years or earlier
Date of review:	30 June 2026
Dates of interim amendments/updates:	As above unless any significant changes
Category:	Internal/External
Circulation and publication:	All staff/parents/visitors

**The School runs on FREDIE principles:
Fairness, Respect, Equity, Diversity, Inclusion and
Engagement**

1.1 General

The Accessibility Plan runs for three years and comes under annual review by ELT.

The plan has two sections:

- General – introductory comments
- Accessibility Plan

The plan is ratified annually by the Board of Governors' Education Committee.

The annual review takes into account:

- a review of the effectiveness of the previous year;
- relevant targets for next year;
- response to legislative changes.

The plan should be read in conjunction with the other policies listed at the end of this section.

1.2 Our Aims and Ethos

The Grammar School at Leeds is a place of learning and success in all areas – academically, in wider co-curricular life and in personal relationships. Pupils flourish in an ambitious and aspirational environment, but crucially they also enjoy a friendly and caring community. Every child is valued and supported by our dedicated team of staff to become confident, caring and resilient, capable of high achievement and able to rise to any challenge.

The school has a reputation, established over many centuries, for excellence in intellectual, physical and creative pursuits; respecting tradition yet encouraging innovation. Our pupils benefit from generous staff ratios that enable us to offer a rich and stimulating curriculum and a sensitive pastoral system. Pupils are aware of the importance of developing social skills, showing mutual respect for, and commitment to, each other and the wider community.

1.3 Definition of Disability

The school recognises that a person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. 'Substantial' is more than minor or trivial and 'long-term' means 12 months or more. A pupil with a disability is not assumed to have a special educational need under the terms of the Education Act 1996 and the SEND Code of Practice 2015, and vice-versa. The needs of each pupil with a disability will be given individual consideration. It is the school's policy to not treat a person with a disability less favourably for a reason related to their disability than a person who does not have a disability, without justification.

At GSAL, we use the definition for SEND from the SEND Code of Practice (2014). This states that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

1.4 Aim of the Accessibility Plan

GSAL acknowledges its non-discrimination and planning duty towards pupils, staff, parents, governors and members of the wider community who have a disability. It fully supports the principles set out in the

Equality Act 2010, the Children and Families' Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice 2015.

By nature of this plan, the school seeks to ensure that every individual with a particular need can access the school, its curriculum and/or facilities. The annual review seeks to show an intent for ongoing reflection and improvement.

The aim of the three-year plan is to:

- Increase the extent to which pupils with disabilities, including those with special educational needs, can participate in the school's curriculum
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
- Wherever possible, make reasonable adjustments to improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

1.5 Related policies

- Safeguarding and Child Protection
- Individual Needs (SEND)
- Equal Opportunities (staff and pupil policies)
- Trips and visits
- Health and Safety

2 Accessibility Plan

2.1 - Increasing the extent to which pupils with disabilities can participate in the school curriculum					
Target	Lead	Target completion date	Evaluation/measure of success	Resources and action required	Evidence of impact on pupils
Review of assessment and screening processes to ensure all students who require an assessment/screener are able to have access to an assessment/screener that enables them to access the curriculum, wider school life and exams.	SDH (Academic) Director of IN	06.06.23 – 30.06.26 Assessed at annual review	Consistency of application of access to assessments, screeners, support and access arrangements.	Meetings planned in calendar. External assessors identified and relationship established, in line with JCQ regulations. Transparent assessment and screening process with clear procedures published and shared as required.	Increased attainment. Reduction in levels of pupil anxiety.
Continue to develop teacher and TA expertise in delivering differentiated support for pupils with disabilities: <ul style="list-style-type: none"> • Deliver workshops for teachers and TAs using internal expertise • Identify external CPD opportunities and ways of effectively cascading training • Identify external experts to deliver training within school • Develop the IN Reps system to support the delivery of a differentiated curriculum within 	Head of IN, Director of PD	06.06.23 – 30.06.26	Increased staff confidence.	INSET time for all staff as required. Appropriate dissemination of info from training attended by specialist staff. Ped breakfasts/staff meetings – sharing of best practice.	Feedback from IN Reps. Positive comments in pupil voice. Evidence in learning walks and book looks. Increased attainment for pupils at IN3.

year groups and departments					
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2.2: Increasing the extent to which pupils with disabilities can access all areas of the school, its buildings and facilities

Target	Lead	Target completion date	Evaluation/measure of success	Resources and action required	Evidence of impact on stakeholder
To ensure that plans for proposed PAC incorporate all access requirements for staff, pupils, parents and visitors, including construction of an extra ramp to accommodate visitors	Governors, ELT	On completion of PAC build 03.2025	All stakeholders able to access the new facility	PAC budget	Easy access for all.
To provide an automatic door opening on Senior School pupil entrance	Director of Estates	06.06.23 – 30.06.26 Assessed at annual review	Adjustment made (based on needs declaration of pupil application)	Annual budget	Easier access for all.
To adjust the height of the Senior School reception desk in pupil entrance to accommodate wheelchair users	Director of Estates	06.06.23 – 30.06.26 Assessed at annual review	Adjustment made (based on needs declaration of pupil application)	Annual budget	Easier access for all, including wheelchair users.
To add an additional wheelchair lift in Primary school to give access to specialist rooms and year 5 and 6 areas	Director of Estates	06.06.23 – 30.06.26 Assessed at annual review	Adjustment made (based on needs declaration of pupil application)	Funds will be made available when required	Reactive policy, work will be carried out based on need.
To add stair wheelchair lifts to Primary School ground floor year 2 and 6 exits	Director of Estates	06.06.23 – 30.06.26 Assessed at annual review	Adjustment made (based on needs declaration of pupil application)	Funds will be made available when required	Reactive policy, work will be carried out based on need.
To continue manual handling training for IN staff	Head of IN	06.06.23 – 30.06.26 Assessed at annual review		CPD budget	Staff trained and competent. Pupils confident about staff support.

To monitor and review individual PEEP requirements	Director of Estates, Head of IN	06.06.23 – 30.06.26 Assessed at annual review	PEEPs reviewed regularly and changes made as required		PEEPs in place and agreed.
To monitor and improve availability of disabled access to school transport	Director of Estates, GTL	06.06.23 – 30.06.26 or when contract changes allow	Reviewed when contract renegotiated. Existing fleet has compliant vehicles. If not appropriate then hired vehicles are sourced.	Available fund in capital and/or transport budgets	

2.3 - Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Target	Lead	Target completion date	Evaluation/measure of success	Resources and action required	Evidence of impact on pupils
Improve visual resources to increase access to the curriculum: <ul style="list-style-type: none"> Increase the use of visual timetables, visual prompts, now and next boards and Makaton in the Early Years 	Head of IN, DH (Primary)	06.06.23-30.06.26	Teachers and TAs use the visual resources as part of their daily practice	INSET time for staff as required, CPD provided using internal expertise	Increased access to the curriculum. Pupils using visuals to communicate with staff.
	Head of IN,	06.06.23-	Consistency of high quality	Guidelines agreed,	Increased access to the

<ul style="list-style-type: none"> Review the layout and presentation of worksheets, displays and electronic resources as the curriculum is planned and reviewed 	academic leads in each part of the school	30.06.26	visual materials, increased access to the curriculum	staff training completed, resources updated as curriculum is planned and reviewed	curriculum.
To improve availability of written material in alternative formats, including exam papers as required.	Teaching staff, Individual Needs department	06.06.23-30.06.26	Widen access to written materials	Annual budgets, requests to exam boards	Increased availability of information in different formats.

2.1 - Increasing the extent to which pupils with disabilities can participate in the school curriculum

Target	Lead	Target completion date	Evaluation/measure of success	Resources and action required	Evidence of impact on pupils
To embed the use of assistive technology to increase access to the curriculum through ongoing training for staff and pupils in the use of Read and Write	IN Department	06.06.23 – 30.06.26	Staff and pupils use the software confidently for appropriate tasks	Taught to individual students through IN interventions, planned formal and informal CPD with staff re use in delivering the curriculum	IN learners using software to support their access to the curriculum, pupil voice

To review assessment processes and interventions to ensure all students access the curriculum, wider school life and exams.	Director of IN, academic leads in both parts of the school	06.06.23 – 30.06.26	Consistency of access to assessments, screeners, support and access arrangements	Current procedures reviewed against regulations and best practice, external assessors identified and relationship maintained in line with JCQ regulations, transparent assessment and screening process with clear procedures shared as required	IN assessment and interventions leading to increased attainment
<p>To continue to develop teacher and TA expertise in delivering differentiated support for pupils with disabilities:</p> <ul style="list-style-type: none"> • Deliver workshops for teachers and TAs using internal expertise • Identify external CPD opportunities and cascade training • Identify external experts to deliver training within school as required • Use of IN Reps system to support the delivery of a differentiated curriculum within year groups and departments 	Head of IN, Director of PD	06.06.23 – 30.06.26 Assessed at annual review	Increased staff confidence, removal of barriers to learning in the classroom and wider school life	Time during INSET and flexible ongoing CPD opportunities	Feedback from IN Reps, pupil voice, evidence in learning walks and book looks. Increased attainment for pupils at all levels of IN.
To increase access to quiet spaces for students who are neurodivergent to enable them to access reduced stimulus environments during lunchtimes	Director of IN	December 2023	Staffed space available and advertised to relevant students and their families	Space and staff timetabled by Director of IN	Pupil voice

2.3 - Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Target	Lead	Target completion date	Evaluation/measure of success	Resources and action required	Evidence of impact on pupils
To continue to use visual resources to increase access to the curriculum: <ul style="list-style-type: none"> • Use of visual timetables and visual resources in Primary • Use of now and next boards in the Early Years as required • Review the layout and presentation of worksheets, displays and electronic resources as the curriculum is planned and reviewed 	Primary IN Coordinator	06.06.23 – 30.06.26	Teachers and TAs use the visual resources as part of their daily practice	Training provided as required on a case by case basis	Increased access to the curriculum and wider school life
	Director of IN and IN Coordinators, academic leads in each part of the school	06.06.23 – 30.06.26	Consistency of high quality visual materials, increased access to the curriculum	Resources updated as curriculum is planned and reviewed	Increased access to the curriculum