



STAFFORD GRAMMAR SCHOOL

Prep 3-11 | Senior 11-16 | Sixth Form 16-19

Accessibility Plan 2026 - 2029

Policy Review

Date of Review	Reason for Review	Reviewer	Checked & approved	Date of approval	Next review
Jan 2026	Three-yearly review	Director of Finance & Operations	Headmaster	22.01.26	22.01.29

1. Ethos and aims

Stafford Independent Grammar School ('the School') strives to be a fully inclusive and welcoming School and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The School's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

2. Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness.

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the Special Educational Needs or Disabilities (SEND) Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled (or access to information).*
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the School (or access to site and facilities).*
- To increase the extent to which disabled students can participate in the school's curriculum (or access to education).*

The School's Disability Access Plan (See Annex A of this document) sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this policy.

3. Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Under the SEND Code of Practice September 2015, a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

4. The Accessibility Plan

The School's Disability Access Plan outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the School and access to information particular to students with SEND. The School is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed. This Accessibility Plan summarises our development priorities in the three areas specified by the Equality Act, these being to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities and School visits. It also includes entry into the School. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.
- improve the School's physical environment 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. This includes improvements to the physical environment of the School and physical aids to access education. The School already has a number of lifts, ramps and disabled toilets across site, alongside the Wellbeing Centre which is a specialist SEND area which has a small, quiet and calm learning space alongside upstairs which pupils use to decompress; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information. With regards written information, this will include planning approaches by which the School will make this (e.g. handouts, timetables, textbooks and information about School events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which

are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Equality, Diversity and Inclusion Policy.

The plan will be made available online on the School website.

5. Responsibilities

All staff are responsible for removing barriers to learning for disabled pupils.

All leaders are responsible for improving accessibility within their area of responsibility.

The Governing Body is responsible for the approval of this plan.

The Head is responsible for ensuring the resourcing, implementation and updating of this plan.

The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

The School uses its Educational Standards Committee and Health and Safety Committee to review items that impact on educational and physical accessibility. As part of this process, these Committees along with the main Board Committee, regularly review the School's policies, procedures and facilities as they are likely to impact pupils and prospective pupils who are disabled or have accessibility issues.

The School's Senior Leadership Team have been central to the drawing up of the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

6. How the plan is reviewed and monitored

The School's Health and Safety Committee and Educational Standards Committee both meet regularly through the year, and as part of the meetings would consider recommendations for inclusion in the plan. These recommendations include input from the Senior Leadership Team and the document is then placed on the agenda for the meeting of the governing body at the January meeting. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the implementation of the plan at the January Governors meeting. Senior leadership provides a report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The School's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. The plan will be reviewed on an annual basis, but the School carries out an accessibility audit every three years in advance of reviewing this document. The last audit was undertaken by EA Audits Ltd.

7. Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Director of Finance and Operations via phone (01785 249752). The School's Complaints Policy & Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

8. Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- Admissions Policy
- Behaviour Policy
- Curriculum Policy
- Disability Access Plan – Strands A, B and C
- Disability Policy for Examinations
- Equality, Diversity and Inclusion Policy
- Equal Opportunities Policy – Pupils
- Equal Opportunities Policy – Staff
- Health and Safety Policy and Procedures
- Safeguarding Policy and Procedures
- Special Educational Needs, EAL & Disability Policy

Disability Access Plan

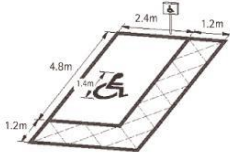
Strand A - Improving access to information

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task	Date Completed
N/A	To enable all pupils to access external examinations fairly.	Access arrangements online applications processed and approved by the examination boards. Use of laptops, rest breaks, or extra time where permitted. Smaller examination room or separate room arranged where applicable.	B	N	Ongoing	Dawn Shaughnessy (DKS) Jane Stace (JS)	
N/A	Training of staff to support disabled pupils who need to have a scribe.	Training or special course – depends upon the need e.g., visual or sensory impairment – support	C	L	Ongoing	DKS Veronica Eardley (VE)	

	Raise awareness and confidence of staff and pupil to enable pupil to reach potential	provided for pupil, staff and exams' officer.				JS	
10.1.3	School website and social media content	Display policies on supporting pupils with medical conditions and access / accessibility plan.	B	N	Spring Term 2026	Tim Collier (TDC)	

Strand B - Improving access to the site and facilities

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	Target date for completion	Ownership of Task	Date Completed
N/A	Contingency planning to allow disabled pupils to attend School educational trips	Produced risk assessments and safety plans with regard to access to disabled pupils/SEMH/medical needs	B	L	Ongoing	Cheryl Martin (CM) – Educational Visits Coordinator Trip Organisers DKS Veronica Eardley (VE)	
N/A	To develop a contingency plan for teaching areas for disabled access	Timetable and room changes	B	L	Ongoing	Frank Johnson (PAJ)	
10.2.2	Arrangements for accessible parking	Mark out an accessible car park bay as per the below recommendations.	B	L-I	2026	TDC / Matt Swift (MS)	

		 Place a sign at the entrance to the carpark showing that there is accessible parking available and where it is located. For example:  Erect a sign in front of the bay at a height of 1 metre (this is in case of snow or leaves on the ground). For example:	B	L	2026		
		Erect a sign in front of the bay at a height of 1 metre (this is in case of snow or leaves on the ground). For example:	B	L	2026		

		 Mark out a safe walkway in the carpark and extend it to the main entrance. For example: 	C	L-I	2027		
10.2.4	Access through the site to the Reception	Introduce a safe walkway from where the pedestrian path ends to the main entrance doors, this could link up with the safe walkway suggested from the recommended accessible parking bay. For example: 	C	L-I	2027	TDC / Matt Swift (MS)	

							
10.2.5	Reception Facilities	Install a portable hearing loop and clearly display the sign.   Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example:	C	L	2027	TDC / Matt Swift (MS)	
			B	L	2026		

		 Provide instructional signage next to the intercom. For example:  On signing in, ask your visitors if they require assistance should the fire alarm be activated. This could be added as a question on the sign in screen. Either add a note to the website to inform wheelchair users of barriers to access and that prior notice of a visit	B	L	2026		
			B	N-L	2026		
			B	N-L	2026		

		is required for the school to be able to offer assistance or add a bell/intercom at an accessible height to the external doors. For example: 					
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10.2.6	External areas, movement between buildings	Install handrails to outside steps where there are more than 3 risings and where needed. All steps with 3 or more risings should have handrails fitted on both sides.	B	L-I	2026	TDC / Matt Swift (MS)	
		Ensure that all outside steps have nosings. Nosings should be 2-inch strips which are painted or attached to the front and top of each step. Usually, yellow is used as it is a good contrasting colour. Re paint at the first sign of wear.	B	L	2026		
		Where access is via a ramp, the start and ends of the slope need to be indicated. This can be done with a thick stripe of white or yellow paint across the width or a boldly painted white triangle pointing in the direction of the slope. For example:	B	L	2026		

		Consider alternatives to modern nosings on historical staircases where required.	B	L	Ongoing		
10.2.10	Accessible Toilets	All accessible toilets to have coat hooks, hand drying facility and a mirror at an accessible height. All accessible toilets to be fitted with flashing fire alarms. For example:  Ensure that grab bars are positioned as per the below example with a horizontal grab bar also placed on the back of the door.	B C B	L L-I L	2026 2028 2026	TDC / Matt Swift (MS)	

		 Paint either the fittings or the walls to provide suitable contrast for visually impaired persons. Example:  Staff to be trained in responding to the activation of an emergency from within the accessible toilets, simple instructional signage placed near the toilet door will suffice. For example:	C	L	2027		
			B	L	Ongoing		

		 Remove all items stored in accessible toilets that are not related to toileting. Accessible toilets should not be used for storage of any items.	A	N	ASAP		
10.2.13	School Signage (Internal and External)	Review signage and ensure it is all in both uppercase and lowercase lettering. Consider adding an option in Braille. For example: 	B	N-L	Ongoing	TDC / Matt Swift (MS)	
10.2.18	Doors	Change non-compliant door handles to the D style of handle. Example:	B	L	Ongoing	TDC / Matt Swift (MS)	

		 Handles which do not contrast in colour to the door should either be changed, painted to a different colour or have contrasting 'Pull' stickers applied. Example: 	B	L	2026		
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Strand C - Improving access to education

All pupils have access to education even if that is with School or external support or with a reduced timetable.

Audit Ref	Audit Item	Suggested Action	Priority	Budget Implications	Target date for completion	Ownership of Task	Date completed
10.3.1	Staff Expertise and Training, including Disability Awareness Training	Provide training in disability awareness to staff, governors and pupils.	B	N-L	Ongoing	DKS	
N/A	To support the needs of current disabled pupils within the School to access as much of the curriculum as possible	Support programmes run by other pupils and monitored by the Senior School Nurse. Support available, if needed, for pupils who cannot access the full PE curriculum but can use the gym instead.	B	N-L	Ongoing	VE Nick Pietrek (WPNP) DKS	
N/A	To support the needs of current disabled pupils within the	Negotiate a reduced timetable for a period or medium term. Pupils with SEND/SEMH/medical	B	N-L	Ongoing	WPNP DKS	

	School to access as much of the curriculum as possible	issues may need timetable reductions and/or flexibility with their studies. For example, online access to lessons while recovering from illness or having had an operation.					
N/A	To support the needs of current disabled pupils within the School to access as much of the curriculum as possible	Negotiate a structured easing back to School after prolonged absence	B	N-L	Ongoing	VE WPNP DKS	

Keys

Priority Ranking

Priority	Description
A	Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.
B	Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.
C	Where action is recommended within 12 - 24 months to improve access.
D	Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

Budget Implication	Full name	Description
N	None	Such recommendations are likely to be achievable with no revenue cost.
L	Low	Such recommendations are likely to be achievable for less than £1,000
I	Intermediate	Such recommendations are likely to be achievable for between £1,000 to £5,000. Such action may need an additional budget.