



SOUTH WILTS GRAMMAR SCHOOL

SCHOOL AIMS

South Wilts is a progressive grammar school which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The school is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School values and respects all students equally and aims to provide equality of opportunity wherever possible.

South Wilts is committed to safeguarding and promoting the welfare of children. The school fulfils its responsibilities as laid out in the following key documents: Working Together to Safeguard Children, Keeping Children Safe in Education and the procedures of the Safeguarding Vulnerable People Partnership.

Safeguarding links/ risks associated with this policy: Staff should be aware that people with a disability are potentially at greater risk than those without a disability. Therefore, this policy should be read in conjunction with the SEND Policy, the Safeguarding and Child Protection Policy and the Equal Opportunities Policy.

Disability Equality Scheme Policy and the School Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school's vision and values for EDI are as follows:

Our vision from the outset is to ensure that South Wilts Grammar school is a culturally sensitive, diverse and inclusive school, which celebrates, promotes and recognises the **EVERYONE** has the right to fulfil their full potential and has access to the same opportunities and experiences. We will ensure that everyone feels safe, welcome, valued, seen, heard and empowered during their time here at South Wilts.

What is Equality, diversity and inclusion?

Equality means making sure that **everyone is treated fairly and with dignity and respect**. It means **challenging discrimination** and **removing barriers**, so that everyone has opportunities to achieve their desired outcomes.

Diversity is about **recognising the benefits of different values, abilities, and perspectives, and celebrating people's differences**. This means promoting an environment that welcomes and values diverse backgrounds, thinking, skills and experience.

Inclusion is providing a space where everyone has **equal access to opportunities and resources**,

and where everyone feels valued and accepted.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The Act protects anyone who has, or has had, a disability. So, for example, if a person has had a mental health condition in the past that met the Act's definition of disability and is harassed because of this, that would be unlawful. The Act also protects people from being discriminated against and harassed because of a disability they do not personally have. For example, it protects people who are mistakenly perceived to be disabled. It also protects a person from being treated less favourably because they are linked or associated with a disabled person. For example, if the mother of a disabled child was refused service because of this association, that would be unlawful discrimination.

To qualify for protection from discrimination, a disabled person no longer has to show that their impairment affects a particular 'capacity', such as mobility or speech, hearing or eyesight.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

Availability

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan as follows:

- The school has considered and will review how to involve disabled pupils, staff, parents and other users of the school.
- The school will continue to take into account the preferred means of communication for those with whom they are consulting.
- The school will continue to involve a range of people and hear a range of views.

- The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

Action plan

The action plan sets out the aims of our accessibility plan in accordance with the Equality Act, 2010

The purpose and direction of the school's scheme

South Wilts Grammar School aims to ensure that **all** students can access the curriculum and will take appropriate and reasonable steps to ensure equality of opportunity. The school encourages participation at every level and promotes positive attitudes from students, staff and parents. Students have a right to learn without fear of discrimination or harassment. In addition, we would like to ensure that reasonable adjustments are made for parents and staff who have a disability.

The six elements of the duty are:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Involvement of disabled pupils, staff, parents and other users of the school

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Information gathering

The collection of information is crucial to supporting the school in making decisions about what actions would best improve opportunities and outcomes for disabled pupils, staff and parents.

Impact assessment

Impact assessment refers to the review of all current and proposed policies and practices in order to formally assess their impact on disabled people. Impact assessments will be an on-going process to ensure that our policies and practices develop and evolve and will be incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duty to promote disability equality.

The priorities for the Disability Equality Scheme action plan will be set in the light of:

- an examination of the information that the school has gathered: and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme

Some of the priorities identified will themselves be about:

- improving information
- improving the involvement of disabled pupils, staff and parents

Making it happen

Implementation

Our Disability Equality Scheme will be incorporated in the school's Accessibility Plan.

The Accessibility Plan will cover issues relating to staff, students' and parents' specific needs.

We will evaluate the effectiveness of our scheme with Ofsted when the school is inspected

Publication

The Disability Equality Scheme and Accessibility Plan will be freely available on the school website.

Reporting

We will report annually on the progress made on the action plan and its effect on policy and practice within the school.

Reviewing and revising the scheme

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will continue to:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

The main documents that will inform the development of this scheme are:

- Promoting Disability Equality in Schools, DCSF Guidance
- The Equality Act 2010

An annual review will take place for all students who have specific accessibility needs in accordance with their Education and Health Care Plan.

We will also conduct annual reviews of the whole site for accessibility of all visitors.

The School Accessibility Plan

Aim	current good practice	Objectives	actions to be taken	Person responsible	date to complete actions by	Success Criteria
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Increase access to the curriculum for pupils with a disability	• Our school offers an ambitious curriculum for all students • We use pupil passports and Profiles of Need to ensure access to the curriculum for students with additional needs • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Use of remote learning for resource and lesson delivery where required • Full access for students with disabilities to trips/visits • Annual SEND reviews are conducted to quality assure student accessibility	Medium-term: Review students' access to the core curriculum and extra-curricular activities and proactively ensure participation by Review curriculum resources include examples of people with disabilities Improve feedback on curriculum provision for disabled students Develop tracking of uptake of extra-curricular activities for students with a disability Ensure that suitable strategies to support students with additional needs remain in place.	Working group to include this as item for review Review as part of EDI Learning Walks Work with student EDI working group and include this as an item for review Maintain tracking group and report to SLT for evaluation Annual reviews take place in accordance with the student's statement of educational needs.	SENDCO/ ACM/SLT SWGS EDI Team SENDCO ACM SENDCO	July 2025 Ongoing Ongoing Ongoing	All pupils have equal access to a broad and balanced curriculum. Students' additional needs in lessons are met – evidenced by lesson observations/ learning walks. Review undertaken. Uptake of extra-curricular activities by students with a disability is in line with school average. Pupil passports updated and understood by all staff. Students with disabilities able to access all trips.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Gender-neutral toilets • Yellow edges to support visually impaired students • One-way system All students with physical disabilities can be safely evacuated from building in the event of an emergency and Personal Emergency Evacuation Plans (PEEPS) are in place where needed.	Medium-term: Continue to ensure that physical environment is adapted for the needs of pupils, including repainting of lines for students with visual impairment. Display values related to EDI around the school site through murals, displays, paintings and quotations. Ensure all students can be safely evacuated from the school in case of emergency. Long-term: Review Chemistry and Art provision to improve ground-floor access for these subjects	Appraise Business Manager of needs of specific students for September 2024 in consultation with the Physical/Visual Impairment Service Ensure necessary maintenance takes place. Ensure that EDI noticeboards reflect EDI values and school values Create costings for murals and displays and source funding streams for this. Review and update PEEPs where necessary.	SENDCO Business Manager KAN KSK SENDCO Business Manager	September 2025 September 2025 Ongoing July 2025 Ongoing Ongoing	Visually impaired people feel safe in school grounds. Yellow edges to be monitored as needed throughout the school year. School environment clearly reflects values and vision for EDI. PEEPS updated and in place. Reviewed as part of practice fire evacuation and Stay Safe events. Review undertaken in line with whole-site building scheme.

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Clear internal signage • Large print resources • <i>Braille</i> • Induction loops (e.g. sound system in Main Hall to ensure that it is suitable for the hearing impaired (e.g. hearing loop). • Pictorial or symbolic representations • Live Well tutor programme and Live Well information for students on website • Parents have access to our SEND provision/SEND school offer currently on the school website. We ensure parents can meet and can contact SENDCO at any time. We ensure that the annual report to parents of SEND is accessible and informative for parents. •	Long-term: Review the ways in which we deliver information to students and parents through focus groups/ questionnaires to ensure that information is as fully accessible as possible. Continue to develop ways of communicating information to parents/carers and students through newsletters, Live Well programme., assemblies.	Working group to include this as item for review Continue to develop and produce staff training, newsletters/ assemblies related to this theme.	SWGS EDI Team /JJB/SENDCO JJB	July 2025 Ongoing	Review takes place and findings implemented. Students have good understanding of Live Well programme and sources of support available to them. Parent/school communication is strong. Parents confidently contact SENDCO for support and advice.

Monitoring arrangements

This document will be reviewed annually. It will be reviewed by the Deputy Headteacher (Pastoral). It will be approved by the Resources Committee.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Child Protection and Safeguarding Policy
- Curriculum Policy
- Health and safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs Policy
- Medical Needs Policy
- Trips and Visits Policy
- Fire Safety Policy
- Equal Opportunities for Staff Policy
- Equal Opportunities for Students Policy
- Risk Management Policy
- Transgender and Questioning Policy

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Resources	Autumn 2024	Annually	Autumn 2025	Statutory	Yes