

Disability Access Plan (Learners)

Person Responsible:	G. Rughoobee (Head of Compliance/DSL), ratified by B. Elkins (Headteacher)
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Gretton School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Gretton School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

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The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- *HR and Employment Law*
- *Health & Safety Guidance*
- *DBS Check processing*
- *Mandatory Safeguarding, Health & Safety, and other relevant training*
- *Data protection and GDPR guidance*
- *Specialist insurance cover*

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Gretton School.

The policy documents of Gretton School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

1 BUILDING

The building has been refurbished since the school opened in 2010 and provides good access throughout (level and ramped).

There is lift access to the first floor. Additional access ramps, toilets for the disabled and wide doorways throughout the upper level are available for general use by learners.

The Rectory offers accommodation for learning on the ground floor, with toilets and wide doorways.

As the school grows additional use of the school grounds is planned with the installation of additional buildings or recreational areas.

2 CURRICULUM

The curriculum is designed so that each learner has a personalised programme of education that caters for their specific educational needs. The curriculum is constantly under review and any adaptation required or resources needed to meet the needs of any learners with disabilities will be implemented immediately.

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Monitoring is built into the Individual Educational Plans (IEPs) and this will provide advice for changes needed under the Equality Act 2010.

3 PROVISION OF INFORMATION

It is part of the educational philosophy and regular practice to provide information for learners in formats that meet their individual needs. This might, for example, include symbols, extra-simple sentences, or large font.

Such systems as Widget would ensure that any learners with disabilities will have a number of different avenues of communication open to them. The use of target setting in IEPs will inform and feedback on these devices.

4 SPECIFIC NEEDS

Learners with specific needs regarding visual or audio impairment will be assessed on initial placement. Their needs will be initially outlined in their statements which will inform their IEPs. These will be reviewed termly and amended as appropriate