



PUDSEY GRAMMAR SCHOOL

EST.1905

Accessibility Policy 2025 - 2026

This policy has been agreed by the Governing Body of
Pudsey Grammar School

Ratified: Full Governing Board

Date approved: 26th November 2025

Date of review: November 2026

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For information regarding SEND provision (The Local Offer) within the local authority please visit - <https://leedslocaloffer.org.uk/#!/directory>

Introduction

Our aim is to have a fully inclusive ethos with attention to outlook and practice so that students achieve their potential through effective participation. This is in line with our school vision.

“To be a centre of excellence where every child aspires to learn, progress and Achieve. Every child, whatever their background or barrier, has equal educational opportunities and can be fully integrated into school life in a safe, secure environment with high quality provision to produce confident, successful young people”.

At Pudsey Grammar School, we have created an inclusive community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community. We are committed to the care and well-being of all students so that they may work and learn in a safe, secure environment.

In all aspects of the school, the stakeholders (governors, staff, students, parents and the wider community) are committed to working together to ensure that the school community remains true to the equal value principle underpinning its policies. Through a series of inter-related policies and procedural guidelines, we support disability equality in all aspects of school life for governors, students, staff and visitors. All new policies and protocols are carefully examined to ensure access and equality in diversity.

Accessibility was one of the key design criteria in the construction of the new school building (BSF Phase 1) which opened in September 2008. Facilities provided to assist access to the school by pupils with disabilities, includes a purpose-built care suite which includes a hoist; evacuation chairs which are situated within safe zones identified by the fire department; two lifts allowing access to all areas of the school building; 14 assessable toilets; and tarmac ramps to all external areas on the main site.

To monitor and ensure that these high standards of access are maintained, the school will liaise closely with the PFI provider (Mitie) and ICT services through regular scheduled meetings. Outcomes of these meetings will continue to be reported to and monitored by the Governors through their various Full Governor or Sub Committee meetings

Aims -

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with disabilities.

Department Areas will:

- Ensure their teaching and learning spaces are accessible and meet the requirements of the specific health and safety risk assessment.
- Use planned seating and grouping arrangements (where appropriate) to support pupils with disabilities.
- Identify, report and work to overcome barriers for pupils with disabilities.

This and further information regarding equal opportunities, equality and disability written in compliance with the Equality Act 2010 can be found within the Single Equality Scheme policy on the school website.

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.

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

To provide a caring and friendly environment

- To provide resources that meets the needs of the individual student and supports them towards developing independence.
- To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability.

Admissions Policy

Pudsey Grammar School is an inclusive and compassionate school. Students with

an EHCP can apply for a place at Pudsey Grammar School via the Leeds SENSAP team. Any request is then passed to the school to consider and advise whether we can meet the student's specific needs. We encourage any parent/carer applying in this way to provide as much current and detailed information to the school/with their application. This will allow the school to fairly assess its ability to meet their individual needs. The school has a well-established process of transition for student from primary schools into secondary as part of the wider transition process.

Temporary and permanent needs of students as well as existing and emerging health needs of all students are closely monitored and arrangements for individualised support are developed in consultation with parents and medical or other appropriate professionals. Short- term mobility needs are considered, and guidance and help given as appropriate.

Staff Recruitment and the Needs of Existing Staff.

Staff recruitment and employment decisions will be made on the basis of fair and objective criteria and advertising will encourage applications from all sectors of the community. All recruitment documentation includes our commitment to promote diversity and want a workforce that reflects the population of Leeds. This is in line with the school's Equality and Diversity Policy for School Based Staff which specifically states that the school has adopted the Equalities Review 2007 definition of an equal society that states:

'An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises different people's different needs, situations and goals and removes the barriers that limit what people can do and can be'

The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment. Where applicable, Wellbeing Action Support Plans are put in place to support staff members and are used as the key document to identify, monitor and support reasonable adjustments. Where new health needs are identified for existing staff, the appropriate staff are informed, and every effort is made to support the staff member and promote their safety and well-being.

Promotion opportunities, benefits and facilities of employment will not be unreasonably limited, and every reasonable effort will be made to ensure that staff with disabilities can participate fully. Short- term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

School Curriculum

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for

individuals and groups of students.

Staff work hard to meet the needs of all students with regards to accessing the curriculum and are supported by the Senior Leadership Team and SEND team in all aspects of school life. Each student is viewed as an individual and is supported in their progress towards being fully independent and achieving in the future.

All staff receive extensive training throughout the year regarding students SEND and how to support students within the classroom to ensure that their needs are being met.

Classroom teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We differentiate how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case- by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups

Links to other documentation and policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- School Brochure and Mission Statement
- Teaching and Learning

How the plan will be shared.

The plan will be shared through the school's website.

Internal and external monitoring procedures

The Governing Body monitor and review the SEND policy and the Accessibility Policy on an annual basis. The Governors ensure the school's inclusion of students with disabilities meets all aspects of the law.

The School Leadership Team.

The Head Teacher and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with what are termed, 'protected characteristics' in almost every area of life. The Headteacher and Director of SEND are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion, within all aspects of the life of the school.

All Staff

It is the duty of all staff, and everyone working in the school to implement the policies and continue to develop inclusive practices.

Section 2: Aims and objectives. Our aims are to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

The table below sets out how the school will achieve this aim.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
1) Increase access to the curriculum for pupils with a disability.	<p>1a - Staff are provided with specific strategies and information regarding students' individual needs via Arbor and Individual Pupil Profiles.</p> <p>Vulnerable students are flagged up on Arbor and where appropriate will have their own Individual Pupil Profile.</p> <p>SEND students are identified on Arbor.</p> <p>Staff briefings take place on a half termly basis where key messages are shared regarding vulnerable and SEND students.</p>	To ensure information can be easily retrieved for staff to ensure they support and meet the needs of students within their classes.	<p>Learning walks by the SEND team to observe good inclusive practice within the classroom.</p> <p>Continued staff CPD on inclusive teaching.</p> <p>Work alongside Mitie, Occupational Health and the Director of Operations, to make adaptations to the Technology Rooms and ensure these area's are inclusive to all students .</p>	Director of SEND	Ongoing

	<p>1b - When required, specialists from outside agencies are invited into school to provide information and training regarding individual students or specific groups of students to staff and parents. Examples include SENSAP, The Visual Impairment Team, The Hearing Impairment Team and STARS. Advice from external agencies is then implemented.</p>	<p>Ensure all staff are in receipt of information and training they require in order to meet student's individual needs.</p> <p>Ensure simplified communication systems to share key information with all relevant staff following meetings with external professionals – Arbor is being explored as an avenue to share information streams</p>	<p>Continue training for teachers and support staff on different aspects of SEND which include, differentiation when required as part of the SEND Code of Practice.</p> <p>Support through staff INSET, lesson observation and performance management cycle.</p> <p>Work differentiated according to student need.</p>	<p>Director of SEND, Subject Leaders, Director of Studies, SLT.</p>	<p>Ongoing</p>
	<p>1c -Scrutiny of performance of SEND students through data tracking, learning walks and work scrutiny, resulting in actions to be taken.</p> <p>Review of Education, Health and Care Plans.</p>	<p>Performance of SEND students is better or in line with the National average for SEND students.</p>	<p>Ongoing scrutiny of performance of groups of students (including those with SEND) to ensure that the curriculum is enabling them to make Progress in-line with</p>	<p>Director of SEND, teaching staff.</p>	<p>Ongoing</p>

	Any resulting actions are then undertaken to aim to remove the identified barrier to learning.		students without SEND.		
	<p>1d -Any student who qualifies for access arrangements for external examinations has these put into place following early identification and a rigorous testing procedure.</p> <p>Internal staff to be trained in access arrangements to allow testing to be brought in house to streamline procedures.</p> <p>Staff training for all teaching staff on updates to the Access Arrangements protocol, ensure staff fully understand the adjustments they can put in place in in-class assessments and have an understanding of the use of prompts and</p>	<p>Continue to work with Subject Leader to identify students who may require access arrangements for external exams.</p> <p>All pupils will have their individual needs met, and barriers to achieving their full potential will be removed</p> <p>Staff to understand the importance of using prompts and supervised rest breaks during in-class assessments.</p>	<p>Director of SEND will ensure that appropriate access arrangements are provided for students in lessons and applied for in external exams.</p> <p>Subject staff will provide adequate notice of assessments to allow time for arrangements to be made.</p> <p>Class teachers will provide support – including prompting and supervised rest breaks during in-class assessments</p>	Director of SEND, Access arrangements co-ordinator, teaching staff.	Ongoing

	supervised rest breaks to support performance in assessments.				
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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
To embed Future Foundations as part of Pudsey Grammar School and ensure this provision enables our most vulnerable learners to build successful relationships with school staff and experience success and happiness in their education	<p>KS3 and KS4 groups are already running full time with in Future Foundations</p> <p>Future Foundations has moved into the new building</p> <p>Staffing within Future Foundations is strong for both pastoral support and curriculum time</p> <p>Attendance for our most vulnerable learners is increasing and suspensions are decreasing</p>	<p>To embed a holistic curriculum in Future Foundations which allows students to access a core curriculum offer enhanced by access to horticulture and community programs.</p> <p>To increase the attendance of students within Future Foundations by continuing to form positive relationships with students and their families</p> <p>To utilise the full capacity of the Future Foundations building to create a bespoke learning offer for our most vulnerable</p>	<p>Cross Curricular work with Future Foundations Manager and teaching staff to develop the horticulture and community offers</p> <p>Visits to other Alternative Provisions to share best practice and seek guidance in creating a bespoke curriculum directed at students with SEMH needs</p> <p>Continued work between Future Foundations leader and School Leadership to develop and</p>	<p>Future Foundations Manager</p> <p>Director of SEND</p> <p>Headteacher</p>	July 2026

		students	implement plans to utilise the full capacity of the Future Foundations building.		
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2) Improve and maintain access to the physical environment.	<p>As the school was part of the Building Schools for the Future program, access for people with physical disabilities was at the forefront of planning. All areas of school are accessible on the main site as well as the external Inclusion Base (Future Foundations), Green Room classrooms and external changing areas either through lift or ramp access.</p> <p>Accessible toilets are available on all levels, the school also has a Care Suite.</p>	<p>The short, medium and long-term objective is that all facilities will continue to be maintained to a high standard and that equipment is serviced regularly and is in good working order.</p> <p>When required and feasible, anything that supports access that the school currently does not have in place will be addressed.</p>	<p>To continue to work alongside Mitie to ensure the objectives are met and that any facilities / equipment that stops functioning as they should are quickly repaired or replaced.</p> <p>Should any student arrive, whose needs can be met but are not catered for in terms of access or the physical environment the school will endeavour to take appropriate action.</p>	Headteacher and Mitie	Ongoing
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Section 3: Access Audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of levels	<p>The school building is “L” shaped with one side of the L 3 levels high and the second side 2 levels high.</p> <p>The school has 3 single-level external buildings used for teaching, these include the Inclusion Base (Future Foundations), Green Room classrooms and external changing rooms. All buildings are accessible by footpath/ramp and meet DDO requirements.</p>	<p>No action currently needs to be taken as there is lift access to all levels of the building.</p> <p>The Green Room classrooms require replacement ramps due to the weathered condition of the wooden decked ramps. This has been scheduled in for Spring 2026.</p>	Director of Operations	Easter 2026
Lifts	<p>The school has two lifts which allows access to all levels of the building. Buttons are also marked in braille.</p> <p>Movement around the school is possible by external ramps between floors if the lift is out of order.</p>	Ensure lifts are regularly serviced and maintained.	Site manager / Mitie	Ongoing
Parking bays	The school has 7 accessible parking bays within its car park.	Ensure correct use is monitored regularly. In addition, the parking bays have been realigned allowing better access from the carpark through a dropdown kerb and all	Site manager	Ongoing

		clearly marked with signage to make it clear that blue badge holders only can use the designated bays and badges must be displayed. Use of the bays is monitored by staff.		
Entrances	There are two main entrances that are used by staff, parents and students. Both are accessible to wheelchair users. All other entry and access points including emergency exits are accessible to wheelchair users.	Ensure all entrances and exits remain clear and well serviced.	Site manager	Ongoing
Ramps	Such is the landscape that the school was built upon, entrance to the school is via the top floor of the building. External slopes allow access to the middle and ground floor.	Ensure all access areas are kept clean and tidy and presentable.	Headteacher, Director of SEND	NA

Toilets	There are male and female toilets situated on each level of the school building. Accessible toilets are located on each level and each end of the building. Toilets are also marked in braille	None required	NA	NA
Reception area	The reception area of the school is of a reasonable size, allowing access for wheelchair users. Access is gained via sliding automatic doors. The intercom system is also positioned at a suitable height for wheelchair users.	None required	NA	NA
Internal signage	Internal signage follows fire regulations.	Approved, none required.	NA	NA
Emergency escape routes	All other entry and access points including emergency exits are accessible to wheelchair users. There are 14 emergency escape routes within the school building positioned on all levels and sides. PEEPs are regularly reviewed and updated for students and staff as required.	None required.	NA	NA
Ramps to access temporary stage	Access required to temporary stage for end of year presentation night.	Purchased, in storage until needed.	NA	NA