



C G J Oldershaw BEd
Headmaster

GROSVENOR SCHOOL

DISABILITY ACCESS PLAN POLICY

Reviewed January 2012
Person Responsible – CGJO
Next reviewed February 2014

Grosvenor School has a policy to facilitate the access of disabled pupils to our school in any way that is practical.

Access to buildings and rooms

To this end the last building work, completed in 2002, provided ramped access to the school and reduced to one level most of the ground floor.

Unfortunately, the nature of the existing Victorian building and the difficulty in joining the old building to the new building at first floor level does not make access to all areas easy. There are steps to the first and second floors, which would currently restrict access by some physically-impaired pupils.

We have an open policy on admission and have accommodated a number of children with a variety of disabilities over the years. Entry is offered to any child who we feel can be provided with a suitable education without compromising or discriminating against the needs of other pupils, or financially imperiling the School

Future developments

Long term:-

There are plans drawn up, with planning permission granted, to develop the North side of the School. This will increase access to the building. Additionally, a lavatory support for the disabled will be provided.

Short term (1 – 3 years):

Plans are advanced for a new entrance/porch for the school, which will provide ramp access for this entrance as well as the pupil entrance.

Investigations are being made to see if a lavatory for the disabled can be situated within the area of the current ground floor lavatories.

Action from above	Resources required	Person responsible	Time line
New porch	Finance Planning permission	CGJO / Bursar / FrOGS / MAO	By 2014
Investigation etc	Resources and expert input	CGJO / SMT / Bursar / MAO	By end 2012
Costings of improving access to basement, 1 st , 2 nd and 3 rd floors with adapted emergency exit strategies.	Finance Expert input	CGJO / Bursar / MAO	By end 2012

Access to Educational Provision

All interactive white boards have the ability to expand their image and work can be provided in larger text if necessary to support those with vision issues.

Appropriate positioning in the classroom and awareness of the issue assist staff to support those with hearing problems. The majority of the staff have experience of using hearing aid equipment to assist any pupil to hear what is said.

The curriculum can be adapted for those who have other needs. An example is the ex-pupil with haemophilia. While younger, the games curriculum was adapted. As he became older, he was taught to umpire/referee rather than take part in the physical contact of the sport.

Action Plan	Resources	Responsible	Time
To keep up to date with support available	Government website Educational bodies	SENCO / CL	Continuing

Mr C G J Oldershaw Reviewed January 2012