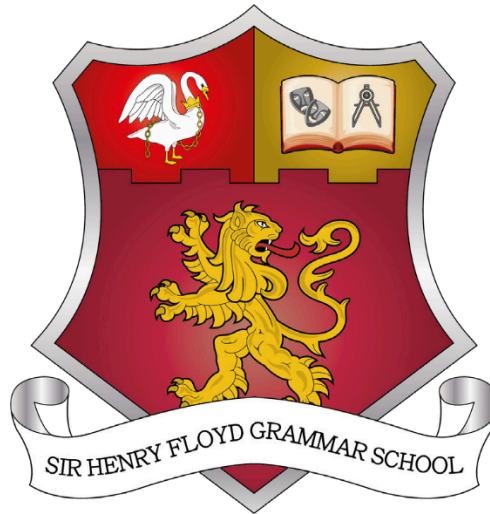




The Grammar School of Today

INSIGNIS ACADEMY TRUST

SIR HENRY FLOYD GRAMMAR SCHOOL

ACCESSIBILITY PLAN (2026 – 2029)

Purpose of the Plan

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010. It defines a three-year strategic framework to increase access to education for disabled students across three core strands: curriculum participation, the physical environment, and the delivery of information. The school's governing body keeps this plan under regular review, updates it as necessary, and allocates adequate resources for its implementation.

1. Admission

Prior to the admission of a student with specific accessibility requirements a full assessment will be undertaken, including site visits, to ascertain the nature of the requirements. The assessment will involve the student, his/her parents/carers, the Local Authority (who retain direct funding control for students with accessibility requirements) and staff of the school.

Where current facilities are not suitable the school and the Local Authority will agree the appropriate action to be taken, the timescale for delivery and the funding source to be used for providing this.

2. Physical Access

The school is the nominated Grammar School in Aylesbury Vale for students who require consideration related to physical disabilities and therefore may have specific access requirements.

The original school buildings are over 50 years old and, as such, were never designed for disabled access. More recent additions of the Central Block (1999), Performing Arts (2003), Glover and Dance buildings (2009), the Sports Hall (2014) and the Lawrence building have been built with access considerations. Additionally, alterations to the Central Block will provide a fully accessible lift for this building.

Current arrangements include:

- Lift access to all floors in the Tower, Practical, Central, Performing Arts, Glover, Humanities and Lawrence buildings. We have no lift access to the upper floor of the Humanities Block; the school will look at re rooming if a student has accessibility issues related to these rooms.
- Ramps to the front doors leading to Reception and the Link Corridor, the rear doors of both the Tower and Practical blocks, both exit doors in the PE corridor, and the front door of the Meeting House.
- Kerbs have been lowered on various paths to enable access to the sports field, and to improve access around the site.
- Disabled toilets have been installed in the Reception area, Humanities, Staff, Performing Arts, Glover, Dance and Lawrence buildings, and the Sports Hall.
- Changing Room in the Humanities block that includes a hoist and a shower.
- Evacu-chairs on all landings above ground floor level in all buildings.
- Fire doors on lift entrances in the Tower block.

The school will continue to respond to changing needs as necessary, for example, the provision of variable height desks in more classrooms and the rearrangement of accommodation to provide ground floor access where necessary. Additionally, all new building and refurbishment plans will take account of providing suitable access.

3. Curriculum Access

Where possible we will ensure that students have access to all curriculum areas. This may necessarily involve the support of an Assistant Teacher. For example, every effort will be made to make school visits and journeys possible by suitable choice of venue to minimise risk and by forward planning to ensure that all students can gain best value from the experience.

At present wheelchair users have full access to the curriculum, supported by a team of Assistant Teachers in the Personalised Learning team, who assist in various ways to ensure that the students are not disadvantaged by their specific medical conditions.

4. Training

Staff are regularly updated as to the needs of specific students. This may include wheelchair access both around the buildings and in classrooms, where issues such as the height of desks is an issue.

Assistant Teachers are provided with specific training to fulfill their role and this is repeated as required.

Members of staff, both teaching and support, have been trained to provide on-site first aid when required and request professional medical assistance if needed.

5. Information & Communication

Depending upon the specific challenge, alternative forms of information will be provided for users as appropriate. **The delivery of this information will be within a reasonable time and in ways which take account of the pupils' disabilities and any preferences expressed by them or their parents.** For example:

- Examination papers will be enlarged for a visually impaired student.
- Amanuenses will be used for students with physical disability of both a temporary and a permanent nature.
- Translation from English is available on the school web site
- Where appropriate, students will be able to record work on audio tape, CD, or in digital format rather than in written form.
- Signing facilities will be provided at parents' consultation evenings for those with hearing impairment.
- The school website will accommodate those with particular requirements, e.g. font-style and size.

- Information from the school will be provided in a suitable format for specific parents/carers when requested.

6. Statutory Accessibility Action Plan Matrix (2026 – 2029)

Target / Objective	Actions to Achieve	Responsibility	Funding / Resource Allocation	Target Date	Success Criteria
Strand 1: Curriculum Access Ensure all out-of-school educational visits are fully inclusive.	Pre-visit planning protocols to verify wheelchair accessibility at venues; adjust transport hire requirements.	Educational Visits Coordinator (EVC) / Personalised Learning Team	Covered by trip budgets / SEN administrative time allocation	Reviewed termly	Zero instances of a student being excluded from a school trip due to physical access constraints.
Strand 2: Physical Access Improve physical access to the upper floors of buildings.	Maintain formal re-rooming policy protocols; execute a scheduled feasibility study for long-term structural lifts or alternative access.	Estates Manager	Capital Expenditure Allocation / Trust Capital Fund	Feasibility study completed by December 2026. Termly reviews of re-rooming protocol.	All students with mobility needs have immediate ground-floor or lift-assisted access to required classes to avoid any missed learning hours.

**Strand 3:
Information
and
Communication**

School communications, examination materials and digital resources are accessible to students and parents with specific requirements.

48-hour turnaround for providing alternative formats (e.g. enlarged text, digital formats) upon request. Conduct an annual audit of the school website to ensure compatibility with accessibility standards.

SENDCo / Compliance Officer

SEN administrative time allocation.

Annually by August for the website audit; ongoing for document requests.

Requested alternative formats are provided within the 48-hour window. The website passes the annual accessibility audit.
