

LEICESTER HIGH SCHOOL FOR GIRLS

ACCESSIBILITY PLAN 2023-25

Ethos and aims of the plan

Leicester High School for Girls ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.

- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

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

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

Ethos and Aims of Leicester High School for Girls

Leicester High School for Girls aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole School curriculum. We value the diversity of our School community and appreciate the contribution that pupils with special educational needs and/or disabilities (SEND) can bring to School life.

We are determined to take into account any disabilities of our pupils and any preferences expressed by them, or their parents, so that disabled pupils are not treated less favourably than other pupils.

We have an admissions policy and criteria, available to view on our website, which seeks to remove barriers to entry to our School for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming School.

We regularly review and take steps to ensure all pupils, including disabled pupils and those with special educational needs/mental health issues) can participate in the School's curriculum.

We provide written information to pupils and their parents with disabilities in ways that are user-friendly and fully support the pupils in their learning experience, taking into account any preferences expressed by them, or their parents.

We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School. In 2010 we added a new extension to the Senior School which is compliant under the terms of The Equality Act.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimize any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

The Governing Body, as part of their annual review of this policy, will make sure that adequate resources are allocated to ensure the full implementation of this Accessibility Plan will occur.

Context (2023-24)

As of September 2023, Leicester High School for Girls has 19 students on our SEND register.

All pupils are fully integrated into School life and participate in the whole curriculum, including extracurricular activities (such as school trips).

There are 0 students with EHCP plans.

There is 1 specifically identified student in the Senior School with English as an Additional Language (EAL), who has Additional Needs with her learning.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set, qualifications and suitability, regardless of any disability he/she might have. We actively implement the School's Equal Opportunities policy for staff in the day-to-day management of Leicester High School for Girls. All staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

Action Plan

The following has been carefully considered by the School:

- Admissions
- Attainment
- Attendance
- Exclusions

- Education
- Extracurricular activities
- Governing Body representation
- Physical School environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of Leicester High School for Girls audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard Part 3 Welfare, Health and Safety of Pupils	Description
3 (2) (a)	Increase the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum
3 (2) (b)	Improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School
3 (2) (c)	Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

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AIM 1 (3 (2) (a))

To increase the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum

TARGET	STRATEGY	TIMESCALE	KEY PERSON(S)	OUTCOMES
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To ensure that the curriculum is delivered through inclusive high-quality teaching to meet the needs of all pupils	Staff INSET/Teaching & Learning training Weekly SEND surgery Lesson Observations Learning Walks Work Scrutiny Department Minutes Reasonable adjustments and special educational provision are planned effectively	Ongoing	Leadership Team Teaching Staff SENDCo School Nurse	SEND/Additional Needs pupils able to access the curriculum and make at least good progress in line with their peers.
To ensure that Entrance Examinations do not discriminate against pupils with a disability	Make appropriate adjustments eg additional time allocation, modified exam papers	At Entrance Examination	Leadership Team Admissions Officer	All candidates are fairly accessed
To ensure that pupils with a disability are not disadvantaged in School or Public examinations	Implement exam access arrangements to include: extra time, scribe, reader, use of word processor, modified papers to ensure pupils' individual needs are met	In all internal assessments and exams, and in external public examinations Reviewed termly	SENDCo Exams Officer VI/Hi team HOY, HOD, Form Staff	The appropriate access arrangements are in place to ensure that SEND/Additional Needs pupils can complete their examinations fairly
To ensure that all pupils are able to participate fully in extracurricular activities eg clubs, trips, residential visits etc	Complete risk assessments Ensure that pupils have access to appropriate resources in accordance with	Termly	Leadership Team SENDCo Teaching Staff	All SEND/Additional Needs pupils have opportunities to participate in extracurricular activities and trips

	external professional recommendations Provide additional support when required eg modified DofE tasks			
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AIM 2 (3 (2) (b))

To improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School

TARGET	STRATEGY	TIMESCALE	KEY PERSON(S)	OUTCOMES
To ensure that, where possible, the School buildings are accessible for all pupils and adults To improve access to the School's physical environment where possible	Audit of accessibility of School buildings and grounds Assessment by suitably qualified team eg occupational health, visual impairment team Room changes for lessons Use of lift where possible in School	Ongoing Annual inspection review	Leadership Team, especially School Bursar SENDCo School Nurse Admissions Officer Premises Team	Appropriate modifications where possible are made to the School buildings and grounds to improve access

AIM 3 (3 (2) (c))

To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

TARGET	STRATEGY	TIMESCALE	KEY PERSON(S)	OUTCOMES
To ensure that all parents/persons with parental	Written information is provided in	Ongoing	Leadership Team Marketing and Admissions	Parents/persons with parental responsibility/carers/others

responsibility/carers and other members of the School community can access information	alternative formats as necessary		SENDCo School Nurse	are able to access relevant information
To ensure that parents/persons with parental responsibility/carers who are unable to attend School owing to a disability can access parents' evenings	Information to be shared by telephone, e-mail, written report, or online meeting	Ongoing	Teaching Staff	Parents/persons with parental responsibility/carers are kept informed fully of their child's progress

EYFS and Accessibility

The EYFS Co-ordinator is Mrs Natalie Weller, who ensures any pupils funded by the local authority receive education in line with the SEND Code 2015.

The SEND Code 2015 aims to focus the system around the child or young person and on the impact of the support provided to them. It also challenges educational institutions to improve the quality of teaching and learning for all children and young people, avoiding inappropriately labelling children and young people as having SEND. The Code continues to put children, young people and parents at the centre of decision-making, including making sure parents are fully informed and involved with how pupils are progressing.

The EYFS unit ensures a fully inclusive approach to and delivery of education by meeting the four areas of need:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health
- Sensory and/or physical.

In EYFS the staff identify pupils whose development appears to be outside developmental norms. This information is gleaned through continuous observation and consultation with parents/guardians. All staff monitor and adapt support based on the needs of the pupil. Having consulted with parents/guardians and trialled appropriate strategies of support, any pupil requiring further support is referred to the Leicester City Area SENDCo, with parent/guardian permission. After

visiting and observing a pupil, the Area SENDCo, in collaboration with staff and parents sets targets that are incorporated into the daily provision within the educational setting and regularly monitored and reviewed. The Area SENDCo also enables pupils to be referred for specialist support eg. SALT

The member of staff designated for managing all EYFS SEN concerns is Mrs N Weller. Regular update meetings provided by Leicester City are attended and information is cascaded back to EYFS staff and Head of the Juniors. EYFS staff also support pupils with SEND with their transition to another setting, class or school to ensure the best possible outcomes for that pupil. EYFS staff will continue to review core teaching and wider policies so that the requirements in the new SEND Code of Practice are being met.

The School will record all who need special educational provision in the school census in January 2021.

Further advice and suggestions to be found in the following publications:

- Ensuring a good education for children who cannot attend school 2013
- Supporting pupils at school with medical conditions 2014
- Mental health and behavior in school 2014
- Supporting children who are bullied 2014

Sponsor update	DW/PO
School Committee review	
Leadership Team review	October 2020
Governor Committee review	Education February 2021
Next update	2 years February 2023