



## Accessibility Plan

Sponsor	SR
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## **Leicester High School for Girls Accessibility Plan 2024–2027**

### **Ethos and Aims of the Plan**

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

### **Legislation and Guidance**

This Accessibility Plan meets the requirements of **Schedule 10 of the Equality Act 2010** and follows the **Department for Education (DfE) guidance for schools on the Equality Act 2010**.

The Equality Act requires schools to make reasonable adjustments to ensure disabled pupils are not disadvantaged compared to their peers. The School's Special Educational Needs and Disability (SEND) Policy sets out our approach to reasonable adjustments.

Key statutory and regulatory references:

- **Equality Act 2010**
- **Children and Families Act 2014**
- **SEND Code of Practice: 0 to 25 Years (2015, statutory guidance)**
- **Ofsted Equality Objectives 2023–2027**
- **Council for Disabled Children Accessibility Planning Duty Guidance (2025)**
- **Keeping Children Safe in Education (KCSIE 2025)**
- **DfE Guidance: Ensuring a Good Education for Children Who Cannot Attend School (2025)**
- **DfE Guidance: Supporting Pupils at School with Medical Conditions (2025)**
- **DfE Guidance: Mental Health and Behaviour in Schools (2025)**
- **DfE Guidance: Preventing and Tackling Bullying (2025)**

The School will not treat disabled pupils less favourably and will allocate adequate resources to ensure this plan is implemented.





## 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 (Equality Act 2010).

The School's SEND Policy sets out how we support pupils with SEND, ensuring equal opportunities, access to the curriculum, physical access to the site, and access to information.

This Accessibility Plan complements that policy and sets out how the School will:

1. Increase the extent to which disabled pupils can participate in the curriculum.
2. Improve the physical environment of the School to enable access.
3. Improve the delivery of accessible information to disabled pupils. We value parents' and pupils' knowledge of their needs and respect confidentiality. Staff are trained on equality and disability issues with reference to the Equality Act 2010 and SEND Code of Practice.

## Ethos and Aims of Leicester High School for Girls

We aim to deliver the highest quality teaching and learning, supporting all pupils in pursuit of academic and personal excellence. We have high expectations and ensure every pupil can access the whole curriculum. Diversity is valued, and the contributions of pupils with SEND are celebrated.

The school has an appointed SEND Coordinator – Mrs S Rastall

We:

- Take account of pupil and parental views to ensure disabled pupils are not treated less favourably.
- Review admissions policy to remove barriers to entry.
- Ensure participation of all pupils in curricular and extracurricular activities.
- Provide accessible written information to pupils and parents.
- Review the physical environment to improve accessibility.
- Train staff to remove barriers to learning and promote inclusive language and teaching materials.



The Governing Body ensures resources are allocated to implement and review this plan.

## Context (2025)

- 44 pupils on SEND register.
- 3 pupils with EHCPs.
- 20 Senior School pupil with EAL and additional learning needs.
- All pupils are fully integrated into school life and extracurricular opportunities.
- Inclusive approach to staff recruitment and ongoing staff support.

## 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 SEND: **ISI Regulatory Standard Part 3 Welfare, Health and Safety 3 (2)(a), 3 (2)(b), 3 (2)(c).**



## Aim 1: Increase Participation in the Curriculum (ISI Standard 3(2)(a))

TARGET	SRATEGY	TIMESCALE	KEY PERSON	OUTCOMES
Ensure all pupils, including those with SEND, have equal access to the curriculum	Regular review of curriculum to identify potential barriers; adapt schemes of work and resources	Annual review, plus termly departmental reviews	Head of Learning Support, Subject Leaders	Curriculum fully accessible to all pupils, with differentiated teaching embedded
Provide appropriate training for staff on inclusive teaching and SEND strategies	Whole-school CPD programme on differentiation, adaptive teaching, and reasonable adjustments	Ongoing (minimum twice yearly CPD sessions)	Deputy Head Academic, SENDCo	Staff more confident in supporting pupils with diverse needs
Improve use of technology to support learning	Expand use of assistive technology (text-to-speech, dictation, visual aids, reading pens)	Introduce new tools annually; review impact termly	ICT Manager, SENDCo	Pupils able to access learning materials independently
Strengthen pupil voice in accessibility matters	Establish a pupil accessibility group to review barriers and suggest solutions	Termly meetings	SENDCo, Deputy Head	Pupils feel empowered and barriers are identified and reduced quickly



**Aim 2: Improve the Physical Environment (ISI Standard 3(2)(b))**

<b>TARGET</b>	<b>SRATEGY</b>	<b>TIMESCALE</b>	<b>KEY PERSON</b>	<b>OUTCOMES</b>
Ensure buildings and grounds are accessible to all	Conduct annual accessibility audit; prioritise adjustments (ramps, lifts, door widths, handrails, signage)	Audit annually; improvements phased over 3 years	Bursar, Estates Manager	Gradual improvement of physical access across site
Provide accessible facilities for all pupils and visitors	Maintain accessible toilets; install changing facilities if required	Review annually, implement by 2026	Bursar, Site Manager	Facilities usable by all regardless of mobility
Ensure safe evacuation for all pupils	Personal Emergency Evacuation Plans (PEEPs) for pupils/staff as needed	Immediate, reviewed annually	Health & Safety Officer, SENDCo	All individuals able to exit buildings safely during emergencies



**Aim 3: Improve Delivery of Accessible Information (ISI Standard 3(2)(c))**

<b>TARGET</b>	<b>SRATEGY</b>	<b>TIMESCALE</b>	<b>KEY PERSON</b>	<b>OUTCOMES</b>
Provide information to parents and pupils in accessible formats	Offer large print, electronic, coloured overlays, and alternative formats on request. Develop parent platform for sharing key information.	Immediate and ongoing	School Office, SENDCo, Marketing/Comms	Parents and pupils receive information in a format that suits their needs
Improve website accessibility	Review compliance with WCAG 2.2 standards; implement accessibility features	Audit annually; updates termly	Marketing & IT Team	Website is accessible to all users, including those with visual or hearing impairments
Ensure reports, policies, and communications are written in plain English	Staff training in writing clear, accessible documents	Training by end of 2025; monitored ongoing	SLT, Communications Officer	Families better able to understand school communications
Strengthen communication with EAL families	Provide translations and interpreter support where required	As needed, with annual review	EAL Coordinator, School Office	Improved engagement and inclusion of EAL families



## EYFS and Accessibility

The EYFS Co-ordinator, Mrs Laura Heywood, ensures pupils funded by the local authority receive education in line with the **SEND Code of Practice (2015)** and current guidance.

The EYFS unit supports children across the four areas of need:

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

EYFS staff:

- Identify pupils whose development is outside norms.
- Monitor and adapt support with parental input.
- Incorporate specialist targets into daily provision.
- Support transitions for pupils with SEND.

The designated staff member for EYFS SEN is Mrs L Heywood.