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| SHEFFIELD GIRLS’ | | |
| **ACCESSIBILITY PLAN**  **2023-26** | | |
| **Document Control** | | |
| **Document Owners & Contact Person :** | | **Valid as of:** |
| Nina Gunson - Head  Iain Kane - Director of Finance & Operations | | June 2023 |
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# PURPOSE & APPLICABILITY

Sheffield Girls’ aims to treat all pupils, staff, prospective parents and other members of the school community equally, and wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage.

The Equality Act 2010 imposes duties on schools not to discriminate against, or treat less favourably, disabled pupils or prospective pupils in the provision of educational services.

This policy sets out the school’s commitment to ensuring accessibility to education for pupils with additional needs, both in terms of education itself but also the physical access of our school. This policy is valid for three years but will be reviewed annually. The plan is applicable to the whole school.

Sheffield Girls’ recognises its duties under the Equality Act 2010 and adopts a positive approach to making the school more accessible in terms of:

* Admissions
* The curriculum, both the taught and the wider curriculum
* Associated services, including after-school care and extra-curricular activities
* Behaviour and discipline policies
* Premises

The Head and the Director of Finance & Operations (DFO) are responsible for co-ordinating the implementation of the Plan with specific responsibility for physical requirements being the remit of the DFO. The plan is reviewed annually by all members of the senior leadership team.

Risk assessments and procedures are in place to include the assessment of the individual needs of disabled pupils, and a personal emergency evacuation plan is agreed with pupils and parents when deemed necessary and appropriate.

This plan will be reviewed annually with a formal update scheduled no later than June 2026.

# LIST OF ABBREVIATIONS & MEANINGS

EYFS Early Years Foundation Stage

GDST Girls Day School Trust

PEEP Personal Emergency Evacuation Plan

SEND Special Educational Needs and Disabilities

# GENERAL

# Curriculum Access

The GDST issue regular guidance, and provide focussed training, support and advice to assist the school in taking all reasonable steps to ensure that its curriculum is as accessible as possible to those pupils with additional needs. This may include teaching and learning, and a wider curriculum, such as participation in after-school clubs and visits. The GDST will regularly review its policy towards Inclusion and will update the school, where appropriate, on any changes to policy or related guidance.

Curriculum access is addressed on a case by case basis. The school encourages

the parents of those for whom special curricular access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil’s needs may be best met, both during the application process and also after admission. It is also the case that the school is aware of occasional access needs or restrictions on movement. This is provided for by an assessment of need by the school nurse (via a PEEP). Lesson and facilities access are then adjusted accordingly. This discussion leads to an evaluation based around the following headings:

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| **Targets** | **Action** | **Outcome** | **Timeframe** | **Staff Responsible** | **Reviewed By** |
| Increasing access to enable all pupils to access the school curriculum | Regular assessment of the needs of the current school population | Students with SEND identified and supported effectively. Staff awareness of the needs of pupils who are currently in school through SEND Register. | Annual and in response to changes to individual pupil profiles | Deputy Head  SENCO  HOY | Deputy Head |
| Registrar identifies any additional needs of pupils registered for admission. | Identify in advance those with specific/additional needs being admitted to the school. | On application and admission | Head  Head of Juniors  SENCO  Registrar | Head |
| Liaison with current school and/or parents regarding any reasonable adjustments a pupil may require in relation to entrance exam/Open Days or entry to school | Pupils’ needs can be assessed before coming to the school with regards to accessing the curriculum and meetings can be held with parents. | As required and reviewed prior to all entrance exam sessions. | SENCO  Deputy Head  Head Of Juniors  Registrar | Head |
| Annual review of the SEND Policy. | Ensures that school policy meets legislation and can then be implemented correctly. | Annually, end of summer term | Deputy Head | Deputy Head |
| Learning Assistants deployed in the classroom to support individuals or small groups of students as appropriate. | Students with additional needs supported effectively during lessons. | Ongoing as required. | Deputy Head, Hd of Juniors, SENCO | Head |
| Communication studies delivered in Yr9 to assist those needing additional support in English Language. | Students with additional needs supported effectively to enable success in English. | Ongoing as required. | Deputy Head, Hd of English | Head |
| Bespoke/personalised curriculum pathways matched to pupil need, including SEND/EAL/physical or mental health issues. | Ensures pupils with particular needs are able to access the curriculum. | Ongoing as required. | Deputy Head, Asst Hd Academic | Head |
| Timetabled one-to-one lessons for some SEND/EAL students with specific needs. | Students with specific needs supported effectively to enable access to current timetable. | At start of year, reviewed termly | Deputy Head, Hd of Juniors, SENCO, EAL teacher | Head |
| Remote learning access provided for students under specific circumstances in line with remote learning policy. | Students who are unable to attend on site provision for specific reasons will be able to make continued progress. | Ongoing | Deputy Head | Head |
| Training for teachers on  differentiating and adapting the curriculum and it’s delivery. | Guidance for staff on strategies for helping pupils with SEND/EAL and familiarisation with QCA guidelines on Planning, Teaching and Assessing the curriculum for pupils with learning difficulties.  Guidance notes available on Firefly  And regular updates given in staff meetings. | Staff able to meet the requirements of SEND/EAL pupils with regards to accessing the curriculum. | Annually, scheduled through the INSET calendar and other T&L events. | Deputy Hd  SENCO, Teaching & Learning Lead | Head  Head of Juniors  Deputy Head |
| Induction programme for new staff to cover SEND awareness and strategies for meeting the needs of SEND pupils. | Autumn term | Deputy Head, SENCO | Deputy Head |
| All out of school activities, including school trips, are planned and risk assessed to ensure access to all pupils. | Continual review to ensure that all activities are compliant with legislation and accessible to all pupils as far as possible, including those with physical and mental health issues. | All out-of-school activities  conducted in an environment of inclusivity with providers who comply with all relevant legislation | Extra-curricular activities, trips and clubs subject to annual review. | Asst Hd Co-curricular | Head |
| All learning spaces are optimally  organised to promote  participation and independence of the pupil.  Where required timetable of lessons to be adapted to ensure accessible to the pupil. | As required implement a preferred layout of furniture/ equipment to support the learning process in individual classes for any pupils with additional needs including those with SEND and those with physical disabilities or mental health issues.  Assisted technology, such as specialist software, laptops, screens to be available if required. | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils ensuring curriculum is deliverable to all pupils attending. | Reviewed during annual timetabling and as required. | Deputy Head, Hd of Juniors, DFO, HODs, SENCO | Deputy Head |
| Training for staff raising awareness of disability. | Provide training for all relevant staff to ensure they understand specific disabilities, needs and the equality act. | Whole school aware of issues relating to access | As part of a robust rolling programme of INSET and as required by pupil need. | Head, Deputy Head | Head |
| Training staff on dealing with mental health issues. | Staff are supported to develop the skills and knowledge to support students with a range of mental health issues. Key members of the pastoral team receive additional training with a specific focus on mental health issues. | The changing needs of students with mental health issues are well supported. | As part of a robust rolling programme of INSET and as required by pupil need. | Asst Hd Pastoral | Head |

# Access to information - Improving the delivery of written and spoken information:

It is our aim to ensure that the transition of pupils with a disability to different sites, including the sixth form, is respected and planned for.  Review meetings, parents’ evenings and meetings with external agencies (as required) will be held to improve the flow and delivery of information to pupils with a disability, their parents and those involved in supporting them. This may involve planning on how to make written information accessible to disabled pupils within a reasonable timeframe, including handouts, timetables, textbooks and information about events.

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| **Targets** | **Action** | **Outcome** | **Timeframe** | **Staff Responsible** | **Reviewed By** |
| Availability of written materials in alternative formats | The school will make itself aware of the services available through the GDST, local authority/ other organisations for converting written information in to alternative formats | The school will be able to  provide written information in different formats when required for individual purposes. | Ongoing on a pupil by pupil basis | SENCO | Deputy Head, Hd of Juniors |
| Review all school publications and ensure that electronic versions are available which provide greater accessibility. | School information accessible to all | From 2021 | Director of Marketing | Head |
| Improve access to information provided for those with hearing impairments and visual support | Liaise with pupil to determine specific requirements and liaise with other professionals for guidance on specific technologies and/or formats. Provide a portable hearing loop if required. Clear guidance to be given on the colour required for worksheets and examinations by those pupils with visual stress. | School information  accessible to all | Ongoing on a pupil by pupil basis | Deputy Head, Hd of Juniors, SENCO | Head |

# Access to Physical School Environment:

Sheffield Girls’ firmly believes that the main emphasis of its accessibility planning should be on access to the curriculum and education. We recognise that alterations to the premises are likely in order to enable disabled pupils to take advantage of education, facilities and the services the school covers.  The school encourages the parents of those for whom special access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupils’ needs may be best met both during the application process and also after admission. Any potential alterations will be judged against the test of reasonableness, as set out in the Equality Act 2010.

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| **Targets** | **Action** | **Outcome** | **Timeframe** | **Staff Responsible** | **Reviewed By** |
| Improve/maintain access to the site. | Designate parking provision in the main school car park as accessible parking | Accessible parking available and clearly marked | In place but checked termly to ensure markings are clear | Site manager | DFO |
| Maintain the integrity of stairs, including contrasting nosings, and paths/footways across the site. | Safety for all and ease of access for those with additional needs. | Monthly checks by the premises team | Site Manager | DFO |
|  | Maintain wheelchairs/escape chairs to enable those with limitations to access the site. | Wider range of locations available to those with additional needs. | Monthly checks by the premises team | Site Manager | DFO |
| Improve signage across the school and ensure adequate way-finding | Continual review of signage. | Improved signage | Monthly checks by the premises team, DFO and Director of Marketing | Director of Marketing, DFO | Head |
| Individual risk assessments and PEEPs are provided  for pupils with disabilities and impairments. | Ensure compliance with legislation and access for pupils with disabilities and impairments. | Improved accessibility to  the school and awareness of staff and pupils with specific needs | As required subject to pupil needs. | School Nurse  Asst Hd Pastoral | Asst Hd Pastoral |
| Review of access audit, including when any  refurbishments are taking place. | Ensure compliance with legislation and to ensure access available to pupils with disabilities. All refurbishment projects to consider options to increase accessibility where possible. Items to be considered include increased provision of disabled toilets on all major refurbs/builds. | Improved accessibility to the school | Conducted whenever any refurbishment/capital project is planned | DFO  Site Manager  GDST Estates Manager | Head |
| Support for students following a period of absence | Phased return plans to provide support for individuals to return to onsite provision where there has been a long term absence / period of off-site provision or mental health illness. | Improved accessibility to onsite provision. | As required | Dep Hd | Head |

# Additional developments in access to the physical environment:

The school will review the accessibility plan on an annual basis in order to prioritise any work to achieve the best possible results in terms of value for money and available time and resources.

# DOCUMENT HISTORY

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| **Document Title** | **Version** | **Date of Issue/Review** | **Change** | **Updated by** | **Status** |
| Sheffield Girls’  Accessibility Plan | Initial  01 | Jun 2023 | Initial development (replaced previous plan) | N Gunson, I Kane | Current |
| Sheffield Girls’  Accessibility Plan | Initial  02 | Nov 2023 | Initial development (replaced previous plan) | SLT | Current |
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