

LEICESTER GRAMMAR SCHOOL TRUST

LEICESTER GRAMMAR SCHOOL, LEICESTER GRAMMAR JUNIOR SCHOOL and STONEYGATE SCHOOL

ACCESSIBILITY PLAN

This is a whole Trust Policy and as such applies to Leicester Grammar School (LGS), Leicester Grammar Junior School (LGJS), and Stoneygate School (SS) including the EYFS.

This policy is to be read in conjunction with the Trust's Safeguarding Policy, including the Trust's response to the Prevent Strategy.

ETHOS AND AIMS OF LEICESTER GRAMMAR SCHOOL TRUST

Leicester Grammar School Trust 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 have an admissions policy and criteria (available to view on our website) which seeks to remove barriers for entry to our School for pupils with SEND. 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. The teaching buildings for LGS and LGJS were constructed in 2008 conforming to the legal and building control requirements at that time, including the provision of disabled toilets, doorways wide enough to admit a wheelchair and the provision to lifts to access the first floor. Further measures have been taken to improve accessibility since that time, including the provision of additional height-adjustable desks in classrooms.

At Stoneygate School there is a greater mix of buildings by age and accessibility. The majority of areas can be accessed by all however a more detailed audit of accessibility was part of the 2016/17 Development Plan.

Staff regularly review their teaching strategies to ensure that with reasonable adjustment, any potential barriers to learning and participation by SEND 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 minimise 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.

CONTEXT

As at 1st September 2018 Leicester Grammar Junior School has one pupil with an Education Health and Care Plan. Leicester Grammar School has no pupils with an Education Health and Care Plan. Three pupils in Stoneygate School have an Education Health and Care Plan.

In line with the graduated approach to SEND across the Leicester Grammar School Trust, eight pupils have an SEND plan (two pupils in Leicester Grammar Junior School, two pupils in Leicester Grammar School and four pupils in Stoneygate school) and Targeted Plans are in place for sixty five pupils in

Leicester Grammar Junior School, seventy six pupils in Leicester Grammar School and forty six pupils in Stoneygate School.

Fifty-six pupils across the Trust have identified English as an Additional Language (EAL). In Leicester Grammar Junior School thirty-seven pupils have EAL, and four are supported by a Specialist Teacher. In Leicester Grammar School fifteen pupils have EAL, including twelve Chinese sixth form pupils who are supported by Specialist Teachers and a Chinese speaking member of staff. In Stoneygate School four pupils identified with EAL, and two receive Specialist Teaching support.

Across the trust we have thirty-eight pupils on the SEND register with social emotional and mental health needs (SEMH) who receive support in school or from CAMHS. Specialist teachers, the Head of Learning Support, the School Nurse and the Listener provide early intervention support and a range of more specialist opportunities.

A further forty-nine pupils on the SEND registers across the Trust have medical needs and disabilities. These include pupils with life affecting medical conditions, hearing difference and visual difference. The School Nurse and the Head of Learning Support currently support a number of pupils with long-term health and emotional need. A large number of other pupils are supported with short-term medical needs such as injury, or specialist monitoring prior to external assessment.

Pupils on the SEND register are reviewed by the Head of Learning Support at regular, timely intervals and no less than twice a year. The progress, attainment, health and wellbeing of pupils on the SEND register and across the school is tracked throughout the year by the Head of Learning Support working with School Leaders and DSLs, Pastoral and Academic leaders, the School Nurse and the Listener.

With strong frameworks for support, and within the context of reasonable adjustments, all our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

One member of staff is physically disabled. We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and 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 the Trust. We have staff with medical need ranging from, hearing impairment to post-operative ailments and all staff are provided with the necessary support for their roles. We regularly review the needs of our staff to ensure these are being met. In addition all staff have access to the School Nurse, the Listener and Human Resource Officer for confidential advice and support.

We do not currently have any Trustees on our governing body with medical disabilities. However, should this prove to be the case in the future, we would make the necessary adjustments to ensure that any individual can travel to and from meetings and have access to all the necessary information and equipment to enable him/her to fully and actively undertake

The Trust has a Accessibility Policy Review Committee and consists of the Heads of the schools, the Head of Learning Support, the Business Director, a Trustee, and it may co-opt additional members whose expertise in any field would be of assistance. The Committee's terms of reference are:

1. to review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future;
3. to prepare the School's disability inclusion, SEND Policy;
4. to review and up-date annually the School's Accessibility Plan;
5. to review such plans and policies as necessary and at least on an annual basis.

During 2014-15 there was an external, independent audit of our accessibility provision for pupils and staff with Special Educational Needs and Disabilities at LGS and LGJS. During 2015-16 this audit was repeated for Stoneygate School. The audits have informed improvements which have been made across the sites and buildings that belong to the Trust. Examples include signage, carpark and pedestrian safety, access and appropriate equipment. The School's Trustees will be fully informed during audit updates. The results of the audit will continue to inform our school accessibility plan which will be a written action plan with targets. The plan and targets will be widely circulated to all teaching and support staff, pupils and parents. Through Learning Support, pupils are able to access a range of equipment that supports developmental coordination disorder, hypermobility and other sensory need. Provision and access continues to be part of strategic planning for Learning Support and the marketing of the sites and services across the Trust through the work of the Business Director and External Relations Manager.

We will regularly monitor the progress of the Accessibility Policy Review Committee (as above) prior to reporting to the full Board on how targets have been met. The annual report will be available to parents.

ACTION PLAN

The following has been carefully considered by the School's Accessibility Policy Review Committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare
- EYFS

The result of the Trust's audit and continuous monitoring of the above will have informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
98 (a)	Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum;
98 (b)	Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled
98 (c)	Improving 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.

Target	Standard to be met	Action required	Lead	Resources required	Evidence of impact on stakeholder	Target completion date (short/medium or long-term)
Careful consideration will be given to the participation of pupils with a physical disability in school trips, including field work.	98(a)	The trips co-ordinator and the Head will review all requests for trips approval to ensure all pupils are included.	Trips Co-ordinator	To be determined during academic year 2016/17.	Participation, as far as is reasonable.	September 2016 and then ongoing
The committee will convene to set priorities and actions for the rest of the academic year and beyond. The new committee will oversee an audit of our provision for pupils and staff with special educational needs and/or disabilities. The Schools' Trustees will be fully informed during the audit process.	98(a)	The Headmaster with the Business Director will ensure the setting up of the committee.	Head and Business Director	As above	Revised policy and procedures. INSET for staff necessary. Pupils referenced for views on needs and impact.	September 2016 and ongoing

<p>The extension of the Trust's SEND Policy to SS.</p>	<p>98(b)</p>	<p>Head of Learning Support implements policy and practice.</p>	<p>Head of Learning Support and Head of SS</p>	<p>As above</p>	<p>Inclusion of those with disabilities in the decision making process. Changes where suggested will be implemented.</p>	<p>As above</p>
<p>In the light of the audits improve access arrangements in any area identified.</p>	<p>98(c)</p>	<p>Construction and/or purchase of any facility which reasonably can be afforded and is a reasonable accommodation for current pupils.</p>	<p>Business Director</p>	<p>As above</p>	<p>Improved accessibility in the working in school environment for staff and pupils.</p>	<p>2016 onwards</p>