

GDST

ACCESSIBILITY POLICY AND PLAN 2022 – 2025

SLT Responsibility Accessibility Coordinators	Mark Braybrook, Susan Roberts, Mak Singh
Policy last reviewed	Initiated December 2022. Reviewed December 2023
Policy next review date	September 2025 for publishing December 2025
Policy audience	Public

GDST POLICY

Introduction

The GDST aims to treat all pupils, staff, prospective parents and other members of the school community favourably, 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 GDST’s commitment to ensuring accessibility to education for disabled pupils, both in terms of education itself and also the physical access of our schools. All GDST schools must work within these policy guidelines and, whilst respecting the individuality of each school, the GDST will seek to provide consistent, ongoing guidance and support to all schools to ensure that a coherent approach is adopted across the Trust.

What will the Accessibility Policy Do?

The GDST recognises its duties under the Equality Act and takes a positive approach in making its Schools more accessible in terms of improving access to the curriculum, physical access to education and associated services; and delivery of information to disabled pupils.

Whilst respecting the individuality of each school, the GDST will seek to provide consistent, ongoing guidance and support to all schools to ensure that a coherent approach is adopted by each school.

1. Improving access to the curriculum

The Trust will issue guidance, and provide focussed training, support and advice to assist each of its schools in taking all reasonable steps to ensure that its curriculum is as accessible as possible to its disabled pupils. This may include teaching and learning, and the wider curriculum, such as participation in after-school clubs and visits. The Trust will regularly review its Inclusion and Equal Opportunities policies, and will update its schools, where appropriate, on any changes to these policies or related guidance.

2. Physical access to our Schools

Whilst the GDST firmly believes that the main emphasis of its accessibility planning should be on access to the curriculum and education, it recognises that alterations to its premises are likely in order to enable disabled pupils to take advantage of education, facilities and the services the school covers. Any alterations will be judged against the test of reasonableness, as set out in the Equality Act 2010.

The GDST will review its schools' accessibility plans on a regular basis in order to prioritise any adjustive capital works to achieve the best possible results across all its schools in terms of value for money and available time and resources. The requirements for Accessibility Plans are detailed below.

Wherever possible, the GDST will endeavour to integrate any adjustive works into the existing maintenance and capital works programmes so as to make best use of the Trust's resources.

The GDST will also review the impact of any adjustive works against its Asset Management Plans for each site to ensure that resources are targeted to guarantee the sustainability and cost effectiveness of any development. All of these factors will be combined to ensure that the GDST adopts a reasonable approach to its adjustive work programme.

3. Provision of information to pupils with a disability

This relates to the provision to disabled pupils of information which is already in writing for pupils who are not disabled. Planning ahead is highly recommended, so as to make the information accessible within a reasonable timeframe. The GDST will facilitate the sharing of good practice in this area to ensure schools adopt the most up to date approach.

Accessibility Plan

Each School will be responsible for preparing its own Accessibility Plan, as required by the Equality Act, which will set out how it intends to improve access for disabled pupils in the areas above. Schools should regularly monitor, review and update their Accessibility Plan. Although not required to be a lengthy document, the Accessibility Plan must be sufficiently detailed to allow clear information about actions taken and planned to be easily identified. The Accessibility Plans must be reviewed annually and updated regularly, at least every three years.

The Accessibility Plan should complement and support the Trust's Equal Opportunity Policy and Inclusion Policy.

Accessibility Coordinator

Each School will appoint a sufficiently senior person to be responsible for all accessibility issues, referred to as the Accessibility Coordinator. The Accessibility Coordinator should be fully aware of the responsibilities under the Equality Act 2010, including the Accessibility Plan. The Trust recommends that a Deputy Head take on the role of Accessibility Coordinator as this is likely the most suitable individual for the position.

Related policies

This policy should be read in conjunction with the following policies:

- Admissions Policy;
- Equal Opportunity Policy;
- Inclusion Policy; and
- Exclusions Policy.

NORWICH HIGH SCHOOL ACCESSIBILITY PLAN

Aims

At Norwich High School, we are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

As part of the GDST and in accordance with GDST policy, Norwich High School's commitment is to offer a distinctive educational experience to girls in our care, within a broad, inclusive curriculum and a culture of high expectation. This involves providing access and opportunities for all pupils without discrimination of any kind. We strive, wherever possible, to ensure that each and every girl can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that girls with special educational needs and/or disabilities can bring to the School.

This plan is effective from December 2022 and covers the period until the end of the academic year 2024-2025.

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

Norwich High School supports any available partnerships to develop and implement the plan and is supported and guided by the GDST to achieve this.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

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 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability ([SEND](#)) [Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

Improving access to the curriculum for all students

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.

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for satisfactory completion of tasks
- Planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- Identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.
- 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 best be met, both during the application process and also after admission.

Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum							
Current good practice as at Dec 2023	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Cost	Success criteria	Next review date/progress so far
Learner Profiles created for those with a Learning Disability have a child's voice section, and an area outlining the child's strengths and outside interests. SIMS flags used currently to highlight SEND and medical needs (in 'paramedical support' box)	Ensure the needs of all pupils are catered for by all teachers.	Include SEND reminders in regular staff meetings and briefings in Prep and Senior	SENDCo and SEND Prep Lead	Ongoing	Low	Curriculum meets the needs of all pupils	Sept 2024
		Conduct a SEND audit	SENDCo	September 2024	Low		
		Ensure that staff training includes awareness of mental health needs of students	Deputy Head Pastoral and Co-curriculum (Senior) Deputy Head Prep	Ongoing	Medium		
		SEND - Senior School IEPs to be accessible via Student Inform (reminders to staff in INSET opportunities) Medical - GP updating care	Deputy Head Academic / Deputy Head Pastoral	Ongoing	Low		

		plans which will also be linked to Student Inform. Medical information needs to be cleansed and centralised on SIMS.					
Staff study days (SSDs) include SEND updates; Senior School Learning Support run "Best practice exchange" voluntary sessions and there is a "Top10Tips" area on Google Drive	Ensure regular staff training includes training SEND issues and how to support pupils with a range of needs.	Survey staff to find out current knowledge base on SEND issues.	SENDCo in conjunction with DHA and Head of Prep	September 2024	Low	Staff survey shows an increasing understanding of SEND issues and how to support them in class and around school. As above As	Dec 2024
		Include Quality First CPD in Staff training		September 2024	Medium		
		Include time to review and look at IEPs in departments and faculty areas		January 2024	Low		
		Include SEND training on a broader range of SEND issues.		Ongoing	Medium		
Ensuring all staff are aware of SEND/Medical and Safeguarding needs of pupils via weekly updates: Prep - Pupil watch via weekly staff meeting Senior - Pastoral updates via weekly briefing email	Ensure the needs of all pupils are catered for by all teachers.	Ongoing	Pastoral team	Ongoing	Low		
Information on SEND pupils is share widely via various means eg IEPs/Bitesize stickers and meetings with key staff	Ensure that information about SEND pupils and their IEPs/learner profiles are more easily accessible to teachers	Fully embed the 'Waves' system on the SEND Register to provide depth to the SIMS 'K' code	Data Manager via SENDCo	Ongoing	Low		
		Implement use of SEND and Medical flags in SIMS		September 2024	Low		

		registers - should now be done for Senior in Student Inform					
		In Prep, whole school provision map in place with internal links to all diagnostic information and LPs/ISPs	Head of Prep and Prep SENDCo	In place from Sept 2023	Low		
		Prep SENCo attends all termly Pupil Progress meetings and completes and implements through action plan.		In place from Sept 2023	Medium		
A range of pupils (relevant to roles being recruited) are used in "pupil panels" when recruiting teaching assistants and other school staff.	Ensure that awareness and adaptability to pupils' SEND is assessed in the recruitment process	Pupil panels include pupils from SEND register and that questions are asked about accessibility and support for pupils with SEND	HR manager via line manager doing recruitment	Ongoing	Low		
		SLT interview questions include a question on accessibility.	SLT	Ongoing	Low		
Support is available from the Learning Support team to ensure SEND pupils are included appropriately in all activities including trips /visits.	Ensure that support for SEND pupils on trips/visits is proactive rather than reactive	EVC/ to review trip lists/activity/club lists to identify where additional pre-trip support would be appropriate (check to see if SEND/Medical flags pull through to Evolve.	EVC Prep and Sen/Dir Co-Curr	Ongoing	Low	SEND pupil are more regularly supported on trips/activities	Sept 2023
		As above - inclusion of SEND and Medical flags in SIMS will allow information to be more accessible to club/activity leaders.		September 2024	Low		
Flexible solutions to	Be mindful of	Attention Maximisation and	DFO/Head	September 2026	High	Becoming	Sept 2023

ensure that pupils/students with SEND can move easily between classrooms - bespoke plans for ASD students (eg leaving lessons early/supported transitions where needed. Arrangements made as necessary for any physical disabilities eg ground floor lessons as appropriate.	adaptations that could be made to our physical environment that will make curriculum more accessible	stress reduction design - literature review and recommendations (research undertaken for Sixth Form redevelopment)				a more accessible school.	
Transition from feeder schools and our own prep school - Information requested shared re SEND and Exam Access Arrangements. Also for September new starters HoY makes calls home for pre-meeting.	Ensure information gleaned is shared quickly enough, particularly for those who join mid-year	Include feeder school visits as part of our transition and induction programme where feasible for pupils with identified SEND.	Registrar/SENDCo	September 2024	Low	New SEND pupils are more quickly integrated in school life.	Sept 2024
Mental health support (Senior School) Time out and Reach out QR codes, well being lodge as quiet space, buddy schemes, big sisters, monthly bereavement support group. Weekly pastoral update emails to staff. Tues briefing and staff meeting agenda items to consider mental health and well being of pupils.	Ensure that all staff are aware of the needs of all pupils and that there are a range of methods for students to seek MH support	Monitor and review effectiveness of new strategies that were incorporated from September 2023	Deputy Head Pastoral and Co-curriculum School Nurse	September 2024	Low	The wellbeing and mental health needs of all pupils are fully supported	

<p>School Counsellor onsite 3 days per week.</p> <p>Nurse and DSL also offer 1:1's or targeted interventions on different mental health issues</p>							
<p>Mental Health support (Prep School) Mental Health Monday assemblies, teaching positive tools through assemblies, ie worry filter, reframing. Included in PSHEE curriculum, pastoral waves used to identify issues, additional support provided eg counsellor</p>	<p>Ensure pupils are equally aware of the need to look after their mental health as well as their physical help.</p> <p>To provide additional mental health support for pupils identified by need.</p>	<p>Track coverage of mental health tools taught to pupils.</p> <p>Consider reintroduction of emotional barometer in physical way in Prep</p>	<p>Dep Head Prep</p> <p>Head and Dep Head Prep</p>	<p>Sept 2024</p>	<p>Low</p>	<p>The wellbeing and mental health needs of all pupils are fully supported</p>	

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Aim 2 a) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided b) Improve the physical environment of the school to enable disabled staff to access work effectively							
Current good practice as at Dec 2022	Objectives short, medium and long term	Actions to be taken	Person responsible	Date to complete actions by	Cost low, medium, high	Success criteria	Next review date/progress so far
All ground floor classrooms are accessible	CapProj's to consider access requirements to upper floors	Review at Estates meetings and request funding in line with other priorities.	Estates Surveyor and DFO	Review at termly meetings	High	Access to all classrooms and facilities across the whole site	Dec 2024
	Specialist rooms in the Prep (Art, STEM, Food and Music) are all on the first floor and need to be accessible.	Review at Estates meetings and request funding in line with other priorities.	Estates Surveyor and DFO	Review at termly meetings	High	Access to all classrooms and facilities across the whole site	
	Product Design room in the Senior School is inaccessible.	Review at Estates meetings and request funding in line with other priorities.	Estates Surveyor and DFO	Review at termly meetings	High	Access to all classrooms and facilities across the whole site	
	Evac Chairs once the above is achieved. Staff trained on an annual basis	In tandem with the above	Estates Surveyor and DFO	Review at termly meetings	Low	Safe evacuation of each floor.	
Accessible toilets on each ground	CapProj's to consider access	Review at Estates	Estates Surveyor and DFO	Review at termly meetings	Medium	Access to all toilet facilities	Sept 2023

floor	requirements to upper floors	meetings and request funding in line with other priorities.				across the whole site	
-------	------------------------------	---	--	--	--	-----------------------	--

Physical environment

Building	Accessibility as at December 2023	3 Year plan from September 2022	Next review date/progress so far
Eaton Grove	Ground floor rooms, lunch hall, Hub computer room, library, 3 x science labs and toilets accessible via picture corridor fixed ramp and mobile ramp for front entrance.	Investigate stair lift to first and second floor to make most classrooms accessible. Some classrooms would remain inaccessible - B2 (stairs) and MFL room on C corridor. Further consideration would also need to be given in the installation of accessible toilets on the first and second floor. Evacuation chairs and training needed once the above is installed. Phase 2 (planned for Summer 2023) will increase the number of ground floor classrooms.	December 2024
Sports Hall	Sports Hall is accessible either through the front door and then down accessible lift or via the rear double doors of which there are 3.		December 2024
DBS theatre	Accessible through the front door and double side door.		December 2024
Churchman	As above.	Investigate stair lift to upper classrooms, this would also need to consider the steps past the upper floor ablutions area. Installation of an Evac chair and training would be needed.	December 2024
Sixth form Centre	Ground floor is accessible via the door, school side and via the entrance next to Miss Diver's Garden, which has been recently paved. Lift in place for access to the first and second floor. EVAC chairs put in place. EVAC chair training and first moving and handling training session given to 6 staff members.	Investigate stair lift to the inaccessible classrooms on the first floor. Further training required on student transfer to EVAC chair.	December 2024
Fitness suite	Accessible via the ramp which goes around the side of the		December 2024

	building.		
Stafford House	Ground floor rooms are accessible via the front entrance.	Investigate stair lifts to allow access to some upper classrooms (mindful that there are steps which would mean some rooms would remain inaccessible without chair lift access – STEM and Cookery room). Install an Evac chair and training of staff in its safe use.	December 2024
Health and wellbeing lodge	Ground floor is accessible and the nurse now uses the medical room as her consulting room. The Counselor is still based upstairs but can use a downstairs room if required and negotiated with the nurse. Building includes a safe space for students with anxiety.	Feasibility study for revamp of the health and wellbeing lodge includes a move of the nurse and counselling rooms downstairs (Phase 3 of the Estates development plan) Phase 2 plan split and will be delivered summer 23 and 24. This has had a knock-on where phase 3 (Health and Wellbeing Lodge update will likely occur in line with priorities for Summer 2025. In the meantime the lodge ground floor pastoral room is in use (summer 23 project) and the medical room is in use by the nurse.	Sep 25

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Aim 3 – Improve the availability of accessible information, advice and guidance to disabled pupils							
Current good practice as at Dec 2022	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Cost	Success criteria	
Promotion of SEND information to parents - started to collate and add information to the page here including relating to Made by Dyslexia training and resources.	Ensure prospective parents have access to what is on offer to support pupils with a range of SEND at Norwich High	Include a range of resources and signposted information on SEND on the external website.	SENDCo	December 2024	Low	Prospective and current parents have access to more information about SEND.	December 2024
	Ensure current parents have access to information about what SEND support and inclusive/Quality First teaching looks like at Norwich High	Work with Director of Digital Strategy to ensure the Parent App includes relevant information		December 2024	Low		
Most information is available electronically allowing parents to use online translation and accessibility tools	Ensure we have the ability to provide information in a variety of languages including "Easy Read" and "Large Print" - can provide if asked.	GDST Head of Comms and EDI Lead are exploring what is feasible and realistic	Director of Marketing and Communications	September 2024	Potentially medium	Ability to provide information in different formats.	December 2024