

Policies and Procedures

Title:	Accessibility Plan
Associated Policies:	<ul style="list-style-type: none"> • Health and safety policy • Special Educational Needs information report • Single Equality Policy and Equality Objectives • Supporting pupils with medical conditions policy
1 Policy Statement of Aims	
<p>The school's central ethos, "Respect for Self, Respect for Others and Respect for Learning" is embedded in the day to day life of the school. NSG is an inclusive establishment which aims to set challenging targets for all pupils and to deploy staff and resources to enable children to achieve their full potential. The school offers a broad and balanced curriculum to all students, which is extended and complimented by an extensive, extra-curricular provision. This is evidenced through outcomes (within the Ebacc subjects and beyond), the high levels of wider participation and allows for very strong development of character and moral purpose.</p> <p>The school is mindful of the SEND Code of Practice 0 to 25 Years (DfE, 2014) which states children have a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> • have significantly greater difficulty in learning than the majority of children of the same age; or • have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and • are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them. 	
2 The Diverse Needs of the Community	
<p>Northampton School for Girls is an all-girls (KS3-4), mixed at post 16 comprehensive school with 1750 students on roll. The student body comes from over 60 primary schools from across and beyond Northampton and many students access the school by bus.</p> <p>An inclusive and comprehensive admissions policy ensures that our intake is broad and diverse, despite being over-subscribed each year. 25% of our student body have English as an Additional Language, 51% are white British with Black African and Bangladeshi being our largest cohorts from minority ethnic backgrounds. 17% are in receipt of the Pupil Premium Grant. 14% of students at NSG are recognised as having Special Educational Needs. In this policy, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision. Currently we also accommodate pupils with physical disabilities, hearing and visual impairment, ADHD, diabetes, anxiety disorders, anorexia, chronic medical conditions and diagnosed mental disorders. At any one time a number of pupils are under the supervision of Social Services.</p>	
3 Legislation and statutory responsibility	
<p>The DFE's statutory advice (2014, paragraph 4.29-30) describes an accessibility plan which plans actions to:</p> <ul style="list-style-type: none"> • Increase the extent to which disabled pupils can participate in the curriculum • Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, • Improve the availability of accessible information to disabled pupils. <p>Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Liaison with support services and other local schools is used to evaluate current needs and provisions</p>	

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](#). It supports the school to ensure there is no discrimination because of the following protected characteristics outlined in 2021 updates:

- age
- disability*
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

(*The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

4 Policy Review

This policy will be monitored as part of the Academy's annual internal review and reviewed on an annual cycle or as required by legislature changes.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. This Accessibility Plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary

Success Criteria/	Timescales	Activity detail	Personnel	Reporting to/QA	Outcomes, next steps
<p>Ensure that Student Learning Plans exist for all students who have medical and physical conditions that could impact on their learning</p> <p>Secure the migration of the reviewed SLP into the Edukey system</p>	<p>Dec 2022</p> <p>September 2023</p>	<p>Review SLPs and write additional SLP where necessary to ensure provision for all students on the medical list</p> <p>Provide CPD to ensure all staff are aware of how to use these SLPs to support individuals within the classroom</p>	JDT/JSN	ABY	Individuals learning is supported effectively within the classroom
<p>Develop the opportunity for students to access physio and physio related activity as and when needed in school</p> <p>Ensure that all TAs have the health and safety and safeguarding training needed to ensure they are equipped to act as “carers” when provision is needed</p>	<p>January 2022</p> <p>Ongoing implementation in Sept 2022- Sept 2023</p>	<p>JDT to develop whole school strategy to increase student access to physio related activity (external/internal as appropriate)</p> <p>Develop school wide strategy (including a review of current provision) to ensure the TA team are able to effectively provide “caring” provision and undertake manual handling activity as required</p> <p>Provide manual handling training as appropriate</p> <p>Source additional training re “carer” activity as necessary</p>	<p>JDT</p> <p>MKW</p> <p>costings</p> <p>TA team members</p>	<p>ABY</p> <p>ABY</p>	<p>Students who require access to physio and/or physio related activity are able to do so efficiently and with minimum loss of learning time/maximum physical benefit</p>
<p>Develop the quality, quantity and consistency of communication with parents of students with SEND.</p> <p>Provide specific advice and guidance documents, programs and training to parents of students with SEND</p>	<p>From September 2022</p> <p>May 2023</p> <p>April 2022</p> <p>From October 2022 ongoing</p>	<p>Continue use of parental and student questionnaires.</p> <p>Distribute survey at end of each year to support an annual review of provision</p> <p>Consult with other parties and users of the school to ensure that it provides the best possible service to any disabled parties</p> <p>Provide half termly training, advice and resources to parents of students with SEND and medical needs (Google meets and website)</p>	<p>JDT/JSN</p> <p>JDT/JSN</p> <p>JDT/JSN</p>	<p>ABY</p> <p>ABY</p> <p>ABY</p>	<p>Parents feel heard, communication is efficient, regular and effective and supports learning</p> <p>Areas identified by users for development / improvement are addressed in a transparent manner</p> <p>Parents are effectively informed about how they can support their child learning.</p>