



NONSUCH HIGH SCHOOL FOR GIRLS

ACCESSIBILITY POLICY

Contents

1	Introduction	2
2	General Policy	2
3	A. Increasing access to the school curriculum	4
4	B. Improving the physical environment of the school building	5
5	C. Improving the delivery of information	6

Reviewed and Agreed by the Nonsuch Local Governing Body:

July 2024

Next Review:

Summer 2027

Policy Notes may be subject to review and revision at any time by the Nonsuch Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Nonsuch Local Governing Body.

Introduction

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring implementation, review and reporting on the progress of the Accessibility Policy and Plan over a prescribed period. This plan compliments our SEN local offer, Students with Medical Needs and Trust Safeguarding and Child Protection policies.

Definition of disability under the Equality Act 2010 states that a person has a disability if:

‘They have a physical or mental impairment that has an adverse, substantial and long-term effect on a person’s ability to carry out normal day to day activities. ‘

This policy and plan set out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the Equality Act.

Key Objectives of the Accessibility Plan

- A) Increasing the extent to which disabled pupils can participate in the school curriculum
- B) Improving the physical environment of the school to increase the extent of which disabled pupils can take advantage of education and associated services
- C) Improving the delivery to disabled pupils of information which is provided in writing for pupils which are not disabled.

We are working within a national framework for educational inclusion provided by;

- Equality Act 2010
- The SEND Code of Practice January 2015
- The Children and Families Act 2014

This policy sets out our action plans showing how the school will address the key objectives identified above.

Nonsuch High School for Girls

Nonsuch is committed to providing an accessible environment which values and includes all students, staff, parents and visitors to the school. We have a policy of inclusivity and do not discriminate on the grounds of disability. Places are offered according to our Admissions criteria or via formal consultation to establish our capacity to meet any special needs for those with Education Health and Care Plans (EHCPs).

Nonsuch is a single sex grammar school with approximately 1500 students on roll. The school comprises of several buildings covering a large site mostly of two or three storey construction.

With an increasing roll, the school has undertaken several building projects and has ensured that all of these enhance the accessibility for all to the school’s facilities. Measures taken include ramps into and within the building for wheelchair users; lifts around the school building to access the first and second floors and the main hall and all floors in the new building; a stair lift from the first floor up to the music department and ramp access to the side of the main school hall, to the canteen, the school gym and the Drama block. There are a number of toilet facilities on the ground floor including an accessible toilet for visitors.

There remain, however, several areas which require improvement:

- Access to the first floor of the Drama block where there are 3 classrooms
- The astronomy dome on the school roof can be accessed via a lift, which will require a key to take an individual to the roof
- Easy access to the History corridor. Individuals are required to take a specific route to access the 4 classrooms in the History corridor

Routes available to those with mobility issues are less straight-forward than they are for fully mobile people, with the school having been built on several levels.

Mobility issues are further mitigated by classroom changes so that all lessons take place in ground floor classrooms where necessary.

Access Audit

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school. Individual school action plans ensure that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The Director of Inclusion has an overview of the needs of disabled pupils
- There is appropriate deployment and training of learning for support staff
- Successful practice is shared within the school
- The school works with other schools within our Trust to share and develop best practice

The school uses existing systems to collect a range of information from pupils, staff and visitors

Outcomes of these information gathering processes are used to inform the plan. Particular aspects include the following:

- Risk assessments around the site against the needs of pupils, staff parents and carers
- EHCP annual reviews
- Medical information for new and existing staff
- Consultations with the SEND department regarding the needs of individual pupils
- Input from our staff teams that focus on pastoral, social, emotional health needs
- Meetings with parents/carers and pupils to identify and implement strategies
- Staff performance management processes and referrals to occupational health
- Input from specialists, e.g. visual impairment service, occupational therapy and speech and language therapy

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS:

A) Increasing the extent which disabled pupils can participate in the school curriculum

Objective	Timeframe
To provide high quality teaching and learning so that all students can access learning	On-going
<p>Through self-review and professional development, our school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all pupils. We aim to meet every pupil's needs within inclusive classes.</p> <p>Each term there is at least one dedicated whole school training that relates to SEND. Other training is arranged for staff based on individual pupil needs</p>	On-going
We use resources tailored to the needs to pupils which require support to access the curriculum	On-going
To ensure that all pupils have equal access to the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.	On-going
To ensure that Special Educational Need (SEN) Support Plans are reviewed on a termly basis for pupils with SEN and disability	On-going
To use any specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum	On-going
To ensure that all pupils with medical needs have a care plan which enables them to access the curriculum as fully as possible	On-going
To maintain special arrangements for individual pupils e.g. timetabling lessons on the ground floor and support to move around the site	On-going
To provide a mentor to support literacy interventions for those students in the sixth form with significant learning needs	2023-2024
<p>To support students with social, emotional and mental health needs to access the curriculum:</p> <p>Recruitment of a second Pastoral Care Officer</p> <p>Two allocated wellbeing rooms</p> <p>ELSA (Emotional Literacy Support Assistant)</p> <p>Educational Psychologist regularly on site to support vulnerable students and those with SEN and disability</p>	<p>On-going</p> <p>From September 2024</p> <p>From 2021</p> <p>From 2021</p>
<p>New Deputy SENCo role to support the Director of Inclusion and SENCo and a teaching assistant</p> <p>Recruitment of Teaching Assistant</p> <p>Recruitment of a Neurodiversity Mentor</p>	<p>From September 2023</p> <p>From 2022</p> <p>From September 2024</p>

B) Improving the physical environment of the school to increase the extent of which disabled pupils can take advantage of education and associated services.

Objective	Timeframe
All new building work is assessed for inclusion of future-proofed accessibility requirements and such needs are accommodated where practical within legacy buildings for refurbishment work	On-going
<p>Security & Safeguarding CIF project works to include improved access into the Main School Building and around the site with the following planned works:</p> <p>New pathways and pedestrian crossings in areas identified to improve access routes and safe movement around site</p> <p>New external signage to direct all site users</p>	From September 2024
<p>Fire Compliance CIF project works to include replacement aluminium doors with new layout design to improve access route to the Sports Hall and exiting the School Building in the same area</p> <p>Handrails to be installed on emergency evacuation route steps outside of side car park</p>	From September 2024
Improved external signage for easier routes around school buildings	From September 2023
Improved internal signage for easier routes around school buildings	From September 2024
Installed handrails on the ramp outside the Technical Wing of the school	From September 2022
Improved facilities in the wellbeing rooms	From September 2022

C) Improving the delivery to disabled pupils of information which is provided in writing for pupils which are not disabled.

Objective	Timeframe
To ensure that school newsletters are available in a larger font or size if requested	From September 2023
To provide pupils with overlays for reading text	On-going
To provide modified exam papers/exam papers on different coloured paper as required	On-going
To ensure that readers and/or scribes are available for examinations as appropriate in accordance with JCQ requirements and regulations	On-going
To develop a range of audio books available through the library	From September 2024
To download or purchase large print versions of set texts required in English for pupils with visual impairment	On-going
To continue to develop the options available for the options available for pupils to use assistive technology in lessons, including reading pens and text to audio facilities	On-going
Offer individual tours separate from the school's Open Day for those parent/carer or child who has a disability	On-going
For parent/carer parent consultation days and evening events, special arrangements are put in place on request	On-going