



Accessibility Plan 2023-26

Document Control

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1. 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.

2. 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

3. GENERAL

3.1. 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:

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	Annually, end of summer term	Deputy Head	Deputy Head

		legislation and can then be implemented correctly.			
	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		Autumn term	Deputy Head, SENCO	Deputy Head

	the needs of SEND pupils.				
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	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

	software, laptops, screens to be available if required.				
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

3.2. 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.

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	School information accessible to all	Ongoing on a pupil by pupil basis	Deputy Head, Hd of Juniors, SENCO	Head

	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.				
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3.3. 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.

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

3.4. 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.

4. DOCUMENT HISTORY

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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