



# CITY OF LONDON SCHOOL FOR GIRLS

## ACCESSIBILITY PLAN

Policy last reviewed by:	Kathleen O'Connor
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This policy should be read in conjunction with:

- SEND Policy
- Admissions Policy
- Pupil Mental Health Policy
- Anti-Bullying Policy
- Educational Visits Policy
- Health & Safety Policy

## 1. Aims

Schools are required under the Equality Act 2010 (**the Equality Act**) to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education, benefits, facilities or services provided or offered by the school; and
- Improve the delivery of information to pupils with disabilities which is readily accessible to pupils who are not disabled.

City of London School for Girls (CLSG) aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

CLSG is committed to ensuring that every single pupil receives an outstanding education. Every child is an individual with their own strengths and challenges, and the school will do its utmost to meet the needs of all pupils.

Throughout their time at CLSG, some pupils will encounter barriers which will have a significant impact on their learning which will call for additional support and provision. We strive to create an inclusive and equal teaching environment that offers all pupils, no matter their needs and abilities, a broad, exciting and challenging curriculum.

This Accessibility Plan is a practical tool for implementing the school's policies to give access to disabled pupils, staff and visitors, and to pupils, staff and visitors with learning difficulties. Accessibility refers to physical accessibility and mobility around the building and curricular and extra-curricular activities, including access arrangements.

The school supports any available partnerships to develop and implement the plan. The Senior Deputy will be responsible for implementation of the plan.

If you have any concerns relating to accessibility in school, the Admissions and Complaints Policy set out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act and the Department for Education (DfE) guidance for schools on the Equality Act.

The Equality Act 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.

All staff have a responsibility under the Equality Act to ensure that non-discriminatory policies and protocols are in place to avoid discrimination against disabled pupils, staff and visitors and to challenge the victimisation or harassment of disabled individuals. The school is committed to ensuring that staff are trained in equality issues with reference to the Equality Act, including understanding disability issues.

The school will also make its best endeavours to make reasonable adjustments for any individual, pupil or staff, with a disability as required by the Equality Act. The purpose of reasonable adjustments is to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Admission to the School**

We aim to encourage pupils to see our school as one in which they will be able to thrive if they are successful in our selection process.

We are able to offer a range of access examination arrangements for the selection examinations e.g. extra time, smaller rooms and the use of a computer if recommended by an educational psychologist or medical report.

The school welcomes staff and pupils from many different ethnic groups, backgrounds and faiths. At present, our physical facilities for the disabled are limited but the action plan sets out how the school plans to do all that is reasonable to ensure that its culture, policies and procedures are made accessible to children who have disabilities and to comply with our legal and moral responsibilities under the Equality Act to accommodate the needs of applicants and pupils who have disabilities for which, after reasonable adjustments, we can cater adequately.

### **4. Access to the curriculum**

At CLSG, the whole school approach to the provision of SEND support raises the capability of all school staff to assist in the teaching of pupils with SEND.

The SEND Policy gives details of the school's early identification and screening of specific learning difficulties.

When planning, teachers need to set high expectations and provide opportunities for all pupils to succeed. Lessons need to be planned so that all pupils can take part fully and effectively. Such an environment includes valuing all contributions, ensuring the feeling of a safe and secure learning environment for pupils, encouraging independence amongst pupils and using differentiated teaching approaches and resources, as appropriate. Teachers must take into account potential barriers to learning and make reasonable provision where necessary to support individuals or groups of pupils.

Curriculum planning and assessment for pupils with SEND must take account of the type and extent of the difficulty experienced by the pupil. Examples of effective strategies can be found in “Whole school teaching strategies for SEND” and in ‘Personalised Learning Plans’ specific information for teachers for individual students.

City of London School for Girls’ SEND policy describes the work of the Learning Support Department. It covers all areas of SEND as per the SEND Code of Practice: Cognition and Learning, Communication & Interaction, Social, Emotional & Mental Health, Sensory and/or Physical, and Other Difficulties. Please refer to this policy for further advice and guidance on the school’s provision and support of students with SEND.

#### 4.1 Wider Curriculum

The school provides a wide range of extra-curricular clubs, activities and visits. Teachers must consider, plan for and support the individual needs of pupils who attend clubs and/or school trips. Where appropriate, the school makes reasonable adjustments to meet the needs of pupil during activities and visits, including preparing separate risk assessments.

## 5. Physical Accessibility

The school wants those with disabilities to have easy, dignified access to the school site and facilities wherever reasonably possible. At present, our physical facilities for people with disabilities are subject to limitations, as set out below, but we are committed to doing all that is reasonable to ensure that the school's culture, policies and procedures are made accessible to pupils, staff and parents who have disabilities.

### 5.1 School Site

The school occupies a compact Grade II listed site in a mixed-use area. It consists of three separate but connected buildings with up to five levels, a platform lift from G floor to the Year 7 corridor, one passenger lift and one goods lift which may be used for passengers if necessary. In general, there are fixed classrooms for each subject to allow as far as possible for all the facilities for one subject to be in one place. This requires pupils to go from classroom to classroom, often up or down internal and external steps or stairs. There is a lift which can be used by pupils with reduced mobility as

required to access all areas of the school with the exception of the swimming pool and the all-weather playing surface.

There is currently no access for wheelchair users to the swimming pool and owing to a number of factors, the installation of a lift has been deemed to go further than reasonably necessary at this time. There is no access to the all-weather playing surface without mounting or descending internal and external steps. This is due to the practical difficulty of installing a ramp of increased length and the structural implications to the building if the steps were adjusted. The dance studio has a fire exit at the rear south side with a refuge point for wheelchair users.

## **5.2 Other Adjustments**

**Car parking:** The school has permission to allow parents of pupils, parents or visitors with physical impairments to bring cars to the reception entrance on St Giles' Terrace for the purposes of dropping-off and collection.

**Lifts:** Most powered wheelchairs can fit in the passenger lift from G floor to D floor of the main building but in the event that this is not possible, the goods lift can be used if necessary. Powered wheelchairs can fit in the ramp lift between the ground floor and the Year 7 corridor.

**Fire Precautions:** There is an audible fire alarm in all areas of the school. There is a refuge area for wheelchair users on each level of the main building. All Evacuation Chairs are regularly checked. The areas are marked with appropriate signage. The lifts should not be used in an emergency unless instructed to do so by the Fire Brigade. Members of staff will supervise the evacuation of the building. Individual evacuation plans will be drawn up as required.

**Classrooms:** Specialist chairs, desks and some equipment (e.g. writing slopes) can be provided at short notice in all rooms for pupils. Under new guidelines, the school can be expected to make the reasonable adjustments necessary to accommodate needs of any individual affected by a disability.

**Wheelchair Access:** Wheelchair users can access all rooms, subject to the access restrictions described above and subject to the physical limits of the building. Staff will move furniture to improve access where possible. Wheelchair access is available at the main reception desk and wheelchair matting has been installed in the main lobby.

**Access Adjustments:** Provision is made for pupils who require access arrangements. Examples of access arrangements include extra time, word processors, prompts, alternative rooming and rest breaks.

**Auxiliary Aids:** Reasonable adjustments to support those with visual impairments are in place. Examples include: large print documents, seating, protective eye wear, sharing resources via OneNote. The school maintenance plan will take into consideration the need for a suitable colour scheme for installing window blinds to benefit pupils with visual impairment.

Arrangements can be made for assistance dogs in school.

A hearing loop is installed in the Main Hall and there is adequate signage. If a pupil required a portable hearing device such a system would be provided.

Further, individual care plans can be made for all pupils in the school who have a sensory impairment, visual impairment and/or hearing impairment.

## 6. Information Technology

**The Staff Intranet:** The intranet uses using SharePoint Online, which offers accessibility features.

**The School Website:** The website does have a high visibility option however we encourage the use of web browsers such as Chrome, Safari, Firefox, Internet Explorer and Microsoft Edge as they have some excellent accessibility tools built in.

**The School System:** iOS Windows 10 Operating system and Office 2016/365.

Current Accessibility features:

- Windows Narrator – Read Text Aloud
- Windows Magnifier – Increase Size of Text and Images
- Microsoft Teams and OneNote accessibility features as well as ability to use Accessibility Checker to check material shared with pupils
- On Screen Keyboard
- Speech Recognition or Dictation
- Closed Captions
- Mouse Keys – Makes mouse easier to use
- Visual Accessibility Options – High Contrast, Colour, Screen Resolution

The pupil and parent portal is My School Portal. All pupils have access to IT to support their learning in the classroom. Some pupils will require additional hardware and software to meet their needs. Examples include: physical keyboard for typing, reading pen, and/software such as speech to text software.

In addition, the school is committed to improving the delivery of written information to pupils with a disability. This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, 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 timeframe.

Action plans relating to the three areas can be found Section 7: Action Plans.



## 7. Action Plans

### 1. Learning

ACTIONS/STRATEGIES	BY WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
Regular review of the curriculum to ensure full accessibility	Annually	<ul style="list-style-type: none"> <li>• Removal of barriers to learning and participation across all subjects; ensure that SOWs are accessible to support students with SEND</li> </ul>	SMT with input from Learning Support Dept.
Set suitable learning challenges	Ongoing	<ul style="list-style-type: none"> <li>• Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.</li> <li>• Appropriate differentiation to ensure knowledge, skills and understanding are taught effectively</li> <li>• A flexible approach to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (e.g. due to SEND, medical needs)</li> </ul>	Teachers, HODs, SMT
Respond to pupils diverse learning needs	Ongoing	<ul style="list-style-type: none"> <li>• Teachers set high expectations for all, including pupils with SEND and students with diverse linguistic backgrounds.</li> <li>• Teachers are aware that pupils bring different experiences, interests and strengths which will influence the way in which they learn.</li> <li>• Teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability.</li> <li>• The contribution of all pupils is valued, and students feel safe and secure to contribute.</li> <li>• Students are secure in their motivation and concentration</li> <li>• enabling the fullest possible participation of pupils with disabilities or medical needs in all subjects, offering positive role models and making relevant provision to facilitate access to activities (e.g. appropriate support, aids or adaptation)</li> </ul>	Teachers, HODs, SMT



		<ul style="list-style-type: none"> <li>• using appropriate assessment approaches</li> <li>• setting suitable targets for learning</li> </ul>	
Overcoming potential barriers to learning and assessment for individuals and groups of pupils		<ul style="list-style-type: none"> <li>• Curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.</li> <li>• School based systems and intervention as set out in SEND Code of Practice are followed (e.g. learning support)</li> <li>• Teachers work closely with colleagues, the Learning Support Department and relevant professionals to mee the needs of students with SEND</li> </ul>	
Use of IT		<ul style="list-style-type: none"> <li>• Range of teaching and learning strategies facilitated by high-quality ICT to support access.</li> </ul>	
Audits	Spring and Summer Term 2024	<ul style="list-style-type: none"> <li>• Speech language and communication audit to confirm areas of best practice, identify gaps and confirm areas for development in targeted manner</li> </ul>	Speech and language therapist, teachers, SMT, SENCO, Learning Support Team

**2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided**

ACTIONS/STRATEGIES	BY WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
Sensory audit of the school building and environment	Sept 2024	<ul style="list-style-type: none"> <li>Removal of sensory barriers to learning and participation across all subjects; ensure that the building and school environment are accessible to support students with SEND</li> </ul>	Occupational Therapist, SMT, SENCO, Learning Support Team
Creation of sensory room	Sept 2024	<ul style="list-style-type: none"> <li>Dedicated, permanent quiet space for students with SEND to support their needs</li> </ul>	SMT, Facilities Manager, SENCO, Heads of Section, Pastoral Well-Being advisor
Review of school jumper	Sept 2024	<ul style="list-style-type: none"> <li>New jumper in place for September 2024 made with cotton material and duller red to reduce/eradicate sensory challenges associated with the current jumper.</li> </ul>	SMT

Yellow markings (paint) on all steps in PE area (look also at external step nosings)	Summer 2023	Annual paint of steps	Facilities team
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### 3. Improve the availability of accessible information to pupils with disabilities

ACTIONS/STRATEGIES	BY WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
Availability of written material in alternative formats when specifically requested	Ongoing	<ul style="list-style-type: none"> <li>The school will make itself aware of the services available for converting written information into alternative formats e.g. large print, braille etc. as required.</li> </ul>	SMT, SENCO, Learning Support Team, Exams
Audit of teaching and learning via IT		<p>Ensure that good practice is consistent throughout school</p> <p>Dos and don'ts on designing for accessibility - Accessibility in government (<a href="http://blog.gov.uk">blog.gov.uk</a>)</p> <p>Moving to deliver your course online: Practical tips (<a href="http://pearson.com">pearson.com</a>)</p>	