



# CITY OF LONDON SCHOOL FOR GIRLS

## ACCESSIBILITY PLAN

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This policy should be read in conjunction with:

- SEND Policy
- Pupil Mental Health Policy
- Anti-Bullying Policy
- Educational Visits Policy
- Management of Health & Safety in Schools Policy
- School Nurse's Guidelines
- City of London Corporation policies relating to Equal Opportunities and Employment
- School Development Plan

## **1. Principles**

1.1 The purpose of this plan is to:

- ensure that pupils with a disability are not discriminated against in the admissions and provision of education and associated services at City of London School for Girls (CLSG);
- take reasonable steps to avoid putting staff and parents with a disability at a disadvantage;
- provide all pupils with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual pupils;
- always seek to make improvements to the school's facilities to increase the extent to which students with a disability can take advantage of the curriculum and associated services.

## **2. Introduction**

2.1 This policy has been written with government policy and legislation in mind. Relevant legislation and guidance taken into consideration include:

- The Disability Discrimination Act 1995
- The Education Act 1996
- [The Special Educational Needs and/or Disability \(SEND\) Code of Practice](#) (September 2014)
- Accessible Schools: Summary Guidance DFES/0462/2002
- The Disability Rights Commission's Code of Practice for Schools 2002
- The Education (Independent Schools Standards) (England) Regulations 2003 as subsequently amended (S12003/1910)
- The Equality Act 2010

## **3. Definition of Disability**

3.1 The school will treat each case in which a pupil or adult considers that they have a disability individually and with sensitivity.

3.2 Under the terms of the Equality Act, a person has a disability 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 carry out normal day activities.

## **4. Admissions-planning for disability**

4.1 CLSG is an academically selective, independent, school. The school endeavours to educate and develop all its pupils to the best of their ability and potential. It is the school's aim that all its pupils, regardless of any need and/or disability will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult.

- 4.2 The school request parents to make a declaration regarding disabilities and learning difficulties in respect of a prospective pupil when registering for entry (Registration Form) and when accepting the offer of a place (Acceptance Form). The acceptance form and entrance procedures give the school adequate details of the nature and effect of any disability so as to enable it to do its best to make reasonable adjustments. In assessing any pupil or prospective pupil, the school may seek advice and/or assessments as it regards as appropriate in order to best support the pupil. The school will be sensitive to any requests for confidentiality.
- 4.3 The school's policy is also to ensure that no visitor, prospective student or parent are put at a substantial disadvantage because of a disability and to ensure that their needs are met, in accordance with its obligation to make reasonable adjustments.

## **5. Areas of focus of plan**

This Accessibility Plan has three areas of focus:

1. Increasing the extent to which pupils with a disability can access the school curriculum.
2. Improving access to the physical environment for pupils with disabilities (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to pupils with a disability.

### **5.1 Access to the curriculum**

A whole school approach to the provision of SEND raises the capability of all school staff to assist in the teaching of pupils with SEND.

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 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’ 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

#### Wider Curriculum

The school provides a wide range of extra-curricular clubs, activities and visits. Teachers must take into account, 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.

## 5.2 Physical Accessibility

At present, our physical facilities for the people with disability are subject to limitations set out below, but we will do all that is reasonable to ensure that the school's culture, policies and procedures are made accessible to pupils and parents who have disabilities. We will fulfil our legal and moral responsibilities in order to accommodate the needs of applicants, pupils and parents who have disabilities which, after reasonable adjustments, we can cater for adequately.

#### 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 Prep School, 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. However, there is a lift, which can be used as required, for pupils with reduced mobility to access all areas of the school with the exception of the swimming pool and the all-weather playing surface.

There is no access for wheelchair users to the swimming pool due to unreasonable cost, lack of space and an intricate underfloor heating system. It was deemed ‘beyond reasonable adjustments’ to insert a lift for very limited usage. 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 step down was tampered with.

The dance studio has a fire exit at the rear south side with a refuge point for wheelchair users.

## Other Adjustments

Car parking: the school has permission to allow parents of pupils, parents or visitors with impaired physical difficulty 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 the goods lift can be used if necessary. Powered wheelchairs can fit in the ramp lift between the ground floor and the Prep School.

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.

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 users can access all rooms, subject to the access restrictions described 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. Wheelchair matting has been installed in the main lobby

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

Reasonable adjustments to support those with visual impairments are in place. Examples include: i.e. large print documents, seating, protective eye wear. 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.

Individual care plans can be made for all pupils in the school who have a sensory

impairment, visual impairment and/or hearing impairment.

#### Information Technology

The School Intranet Portal: The School Portal is currently under review; enhanced accessibility will form a part of that review.

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: Windows 10 Operating system and Office 2016/365

#### Current Accessibility features

- Windows Narrator – Read Text Aloud
- Windows Magnifier – Increase Size of Text and Images
- On Screen Keyboard
- Speech Recognition or Dictation
- Closed Captions
- Mouse Keys – Makes mouse easier to use
- Visual Accessibility Options – High Contrast, Colour, Screen Resolution

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.

### 5.3 Improving the delivery of written information to pupils with a disability

This will include 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 in appendix 1.



**Action Plan: 1. Improving Curriculum Access**

<u>Development area</u>	<u>Strategy and Further Action Required</u>	<u>By whom</u>	<b>Time Scale/action taken &amp; outcomes</b>
Developing effective interventions	SENDCo to monitor and devise relevant interventions and their success/impact on progress. Mechanism for reporting of suspected SEND issues to be included on the online half term review form	SENDCo	2019 achieved A range of personalised interventions in place to meet the needs of pupils. 2020 Onwards Achievement Target: Policies; plans and handbooks reflect current legislation and consistently inform access to the curriculum and its deliver.
To map provision of study skills support available to all students	Creation of a study skills working party led by the Deputy Head Academic party to co-ordinate and plan the provision of study skills and to use online resources to deliver some of the material.	Deputy Head Academic, Librarian (liaise with Learning Support Department)	2017-2019 Achieved. Study skills portal page now live for all year groups to access. Overseen by the librarian. 2020 Onwards Achievement Target: Ensure resources are kept accurate and up-to-date and that clear and concise revision guides are produced and are readily accessible.
Better in classroom support for SEND pupils through staff training	Learning Support department to deliver staff training to teaching staff on INSET days in December 2017, January 2018 and April 2018 on: pupils on the ASD spectrum, dyslexia, ADHD, complex medical needs. SEND department to observe girls in lessons to inform better strategies and interventions.	Learning Support Dept. & all staff	2019 achieved Ongoing CPD through year 2019/2020 Onwards Achievement Target: Ensure whole school SEND CPD is embedded into whole school CPD programme. Ensure members of the Learning Support Department have relevant training/access to external specialist professionals to meet the needs of those with a disability, as required.

## Action Plan: 1. Improving Curriculum Access

<u>Development area</u>	<u>Strategy and Further Action Required</u>	<u>By whom</u>	<b>Time Scale/action taken &amp; outcomes</b>
Improve curriculum planning in light of previous staff training.	As part of whole school CPD programme, departments to work more closely with SEND department to discuss and plan for the needs of pupils with SEND.	Learning Support Department, HODs, teaching staff	2019 achieved Regular meetings with departments throughout year. CEG groups also enabled greater communication and collaboration between Learning Support and subject departments 2019/2020 Onwards Achievement Target: Continue to ensure effective communication between departments and Learning Support Dept. to support the needs of pupils.
Specific needs of pupils and staff are matched against available accommodations in order to enable and optimise access to the curriculum.	Senior leaders & Heads of Year (HOY) are aware of requirements or accommodations required for pupils or staff with specific needs.	Learning Support Department, Deputy Head Academic, Deputy Head Pastoral and pastoral leads.	2020 Onwards Achievement Target: Staff and pupils with specific needs are able to either deliver or access the curriculum without difficulty.
To use the school's tracking system to monitor and evaluate the progress of pupils who have identified need. To identify those who may need further support	Refine the recording of monitoring grids. Identify pupils who appear to be underperforming; discuss support with HOYs to determine whether further support is required.	Learning Support Department, HOYs, Deputy Head – Pastoral	2020 Onwards Achievement Target: Tracking continues to be integrated into monitoring grids to support students and help identify needs. Regular meetings between Heads of Year, Heads of Section and Pastoral Team at key tracking and review points to identify needs and support progress of pupils with needs.
Access arrangements are in place for pupils with specific needs in order to ensure that any disadvantage is removed.	Additional administrative support is required to make applications and collect evidence to ensure compliance with exam board regulations (JCQ, CIE, ACT, SATS and Cambridge Assessment) and plan the logistics of both internal and external examinations. Careful monitoring of screening/baseline data and pupil progress will support with identifying pupils who may require access arrangements to remove a disadvantage. Head of Learning Support and Head of Examinations (or Admissions Teams for entrance exams) liaise to plan of and implement access arrangements.	Head of Learning Support, Head of Examinations, Exams and Learning Support administrators.	2020 Ongoing Achievement Target Baseline and screening assessments completed and analysed for new pupils. Required access arrangements implemented in admissions and mock examinations. Invigilators to be trained in implementing access arrangements Applications for access arrangements and collection of relevant evidence of need required before exam board deadlines.

## Action Plan: 2. Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							COL	CLSG
1	Access to proposed new Prep School	Refurbishment of this wing has been put on hold until a re-evaluation of the schools needs are undertaken	2021/22	High		No longer relevant	Joint	Joint
2	Additional space for SEND department to support students.	In September 2017, the SEND department expanded to two full time and one part-time teacher. Support to students has increased; however, there is a need to ensure that additional space to deliver this support is available.	2018	High	Through timetable			CLSG

Development area	Strategy and Further Action Required	By Whom	Time Scale/action taken & outcomes
Access to proposed new Prep School	To ensure that the plans for the new proposed new Prep School have accessibility issues fully planned in	COL, Senior Management Team	2019 No longer applicable 2020 Onwards Achievement Target: inclusion' which will inform decisions regarding choice of lighting, décor, acoustics, ergonomics and mobility. To underpin future expansion with an ethos of 'designing for disability and inclusion' which will inform decisions regarding choice of lighting, décor, acoustics, ergonomics and mobility.
Additional space for SEND department to support students	In September 2017, the SEND department expanded to two full time and one part-time teacher. Support to students has increased, however there is a need to ensure that additional space to deliver this support is available.	Site Manager, Senior Management Team, Learning Support Department.	2019 – ongoing. A lack of physical space makes this target challenging. 2020 Onwards Achievement Target: A quiet space for students with relevant needs to access is required (for example, those with Autism who need a quiet sanctuary during the day). Appropriate space for staff members of the Learning Support Department to support students' needs to be identified. Location at present is often extremely noisy as it is located beside music practise rooms. This means that interventions and specialist assessments cannot always be carried out. At present the Learning Support Department has access to the counsellor's room ever Friday which helps increase capacity when the department's part-time staff member is working, however, this is not guaranteed for 2020.
To underpin the school's building and refurbishment plans with an ethos of 'designing for disability and inclusion' which will inform decisions regarding choice of lighting, décor, acoustics, ergonomics and mobility.	Monitor refurbishment plans against legal requirements under the Equality Act (2010), Building Regulations (2000), DDA (1995), Health & Safety Work Act (1974). Seek advice from CoL as appropriate.	Site Manager, SMT, and Head of Learning Support.	2020 Onwards Achievement Target: All reasonable adjustments are incorporated into buildings, fixtures and fittings on a rolling programme and accommodate the needs of pupils and visitors with physical and sensory disabilities.
To accommodate cultural and/or religious practices as and when the need arises.	Establish a designated area for ad hoc religious or spiritual observance.	Site Manager, Senior Management Team.	2020 Onwards Achievement Target: Ensure a number of suitable rooms have been identified and can be made available if requested in advance.

### Action Plan : 3. Improving Delivery of Written Information

Development Area	Development Area	By Whom	Timescale/Action Taken and Outcomes
Availability of written material in alternative formats when specifically requested	<p>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.</p> <p>Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment as required</p>	Learning Support Department	<p>2019 achieved Pupils who required formatted texts received them in correct format.</p> <p>2020 Onwards Achievement Target Continue to ensure material is available as and when needed.</p>
Improving clarity of documents related to Data Protection	Review and updated Parent Contract, Privacy Notices and other policies with significant data protection implications to ensure clarity of expression and age related suitability.	CoL & Bursar	Outcome required
Increase the accessibility of information delivered in writing in class.	<p>Purchase of software and equipment that can support those with difficulties with accessing texts, as appropriate.</p> <p>Training and information provided for staff and pupils regarding accessibility features available on school computers and online learning tools subscribed to by the school.</p>	Head of Learning Support, Deputy Head -Academic, ICT Department, ICT coordinator	2020 Onwards Achievement Target:

The Bursar will be responsible for implementation of the plan and will report annually to the Board at the December meeting.