



LEICESTER GRAMMAR SCHOOL TRUST

ACCESSIBILITY PLAN

This is a whole Trust Policy and as such applies to Leicester Grammar School (LGS), Leicester Grammar Junior School (LGJS), and LGS Stoneygate (LGSS) including the EYFS.

1. VISION

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At the schools within the Leicester Grammar School Trust, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables the pupils to be as independent as possible so that they make the most of opportunities throughout their school career and when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

- 1) Increasing the extent to which pupils with disabilities can participate in the school curriculum;
- 2) Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- 3) Improving information delivery to pupils with disabilities.

The Board of Trustees also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The accessibility plan will be available on the school [website](#)^[W(1)] and upon request. It will be reviewed annually to ensure it is effective.

2. ETHOS

Leicester Grammar School Trust aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities (SEND) can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seek to remove barriers for entry to our schools for pupils with SEND. We regularly review and take steps to improve the physical environment of the schools in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the schools. The teaching buildings for LGS and LGJS were constructed in 2008 conforming to the legal and building control requirements at that time, including the provision of disabled toilets, doorways wide enough to admit a wheelchair and the provision of lifts to access the first floor. Further measures have been taken to improve accessibility since that time, including the provision of additional height-adjustable desks in classrooms.

At LGS Stoneygate (LGSS) there is a greater mix of buildings by age and accessibility. The majority of areas can be accessed and we consider accessibility when considering new developments.

Staff regularly review their teaching strategies to ensure that, with reasonable adjustment, any potential barriers to learning and participation by SEND pupils are removed. We support our teaching and support staff with a programme of [training](#)^[W(2)] designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

3. AIMS

Our aims under this plan are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The following table sets out how the school will achieve these aims, in the short, medium and longer term.

Feature	Current Good Practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person Responsible	Date complete actions by
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Increase access to the curriculum for pupils with a disability	Provided laptops to vulnerable pupils in lockdown	Further develop a holistic and/or therapeutic play curriculum, as appropriate to age	Appoint new School Counsellor and Wellbeing Mentor	Heads	07.22
	Tailored individual curricula in all three schools, for example for pupils with a SpLD or mental health need		Ensure appropriately qualified staff to deliver Forest School and Relax Kids in all three schools	MJC	07.22
	Opportunities for holistic learning, examples include: LGSS: Forest School, Relax Kids and Executive Function Skills LGJS: Forest School, Relax Kids, Lego Therapy LGS: Executive function skills, Yoga, Pets as Therapy, Boughton Woods Prep 2-day experience		Create curriculum opportunities for Forest School in the schools' PE curriculum	PE, HoDs	07.23
			Create opportunities and appropriate staffing for greater alternative and inclusive sports in all three schools to qualification and school team level	PE, HoDs	07.24
			Provide a well-resourced and generous sensory regulation space in all three schools and outdoor sensory trails	SJJ / MJC	07.24
			Develop spaces for 1:1 and small group work, e.g.: art based listening therapy	SJJ	07.24
			Develop school's association with pets as therapy and enable a dog in school programme	AME	07.22

	<p>Providing teachers with strategies, prompts and exemplars of best practice for pupils on the SEND register which are used to support differentiated planning for learning and co-curricular activities</p> <p>Facilitating a pupil's normal way of working in school and school-based assessments leading to formal Exam Access Arrangements, for example: use of rest breaks, prompts, a scribe, laptop or extra time</p> <p>Delivering quality first and specialist provision for ten EHCPs, including support staff coaching and training opportunities</p> <p>Facilitating additional staffing for away fixtures and residentials in LGSS for pupils with an EHCP, and/or by parental top-up</p> <p>Secure a building adaptation to provide an</p>		<p>Develop lower senior school provision in LGS and LGSS to include teaching of learning and leadership skills through challenge and enterprise curriculum</p> <p>Provide clear communication re assessment grades and entrance to schools/Sixth Form, with an emphasis on high expectations and pupil centred decision making</p> <p>LGS Teaching and Learning twilight opportunities include SEND training (Autism Education and Sensory Integration) during 2021-2022</p> <p>Development of Tom's Space as place to find quiet and reflection</p>	<p>CSJ / JD</p> <p>CSJ / JD</p> <p>AME / MJC</p> <p>JWW / PM</p>	<p>07.22</p> <p>07.22</p> <p>07.22</p>
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	<p>inclusive accessible Food Technology Room in LGSS</p> <p>Offering appropriate training for teachers and EHCPTAs, e.g.: Hearing Impairment, Sensory Regulation and Autism Outreach Education in LGSS 2021</p> <p>Developing autism friendly approaches by offering Nurture Groups, Social Communication groups, promoting the use of visual and non-verbal signals in teaching, communication cards, visual timetables, providing 1:1 downloads, coaching and mentoring</p> <p>Developing approaches for sensory regulation for individuals or as part of whole class delivery, e.g.: use of fiddles, movement breaks, brain breaks, alternative soft seating, use of resources advised by Occupational Health such as wristful figits, weightd lap blanket,</p>				
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	<p>foot-rest, sensory boxes, adapted pens and handwriting slopes, timers and alerts in class or on personal laptop/phone</p> <p>Colour coded wings in LGS, first completed in 2016 to enable pupils with SEND to navigate independently. Enhanced in 2021.</p> <p>Use of ecru paper throughout LGSS in response to number of pupils with Dyslexia and the school's intention to reach Dyslexia Friendly Status</p> <p>Pupil centred decision making and review meetings as part of multi-disciplinary working through SEND</p> <p>Using IT based support programmes, eg: Nessy and Nessy Fingers</p> <p>Accessing relevant training in Learning Development Team: staff</p>				
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	<p>pathway to teacher training, dyscalculia training, Exam Access Arrangements training</p> <p>Touch Typing lesson provision in all three schools</p> <p>Option for pupils with sensory need to use headphones in appropriate context</p> <p>Use of mobile devices and laptops in class as reasonable adjustment to access and record information / plan and communicate</p> <p>Designated Trustee for Safeguarding and SEND supports governance and whole school development</p> <p>Development of pupil voice and shared celebration of community through LGS Together, 2020-2021</p> <p>School systems adopted to improve</p>				
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	<p>communication and ensure pupils safety and appropriate provision</p> <p>New Trips and Visits Co-ordinator (EVC) appointed 2018. Policy ensures School Nurses and Director of Learning Development review all pupils with regard to needs and adjustments before any trip</p> <p>PE inclusion and alternative sports such as Dance, and offer of alternative contribution to match team play, e.g.: cricket scoring</p> <p>Publication of walks and designated outdoor spaces in staff planner, and provision of accompanied walks for staff at lunchtimes throughout the year</p> <p>Provision of quiet garden area and mezzanine areas associated with the Library</p>				
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	<p>Provision of inclusive menu and alternative menus or timings for identified pupils</p> <p>Appropriate seating and tables, timings and menus enable whole school and age range 3-18 to eat in the Refectory in LGJS-LGS</p> <p>Pupils with eating disorders, medical needs such as diabetes and allergy related need are carefully monitored in medical and SEND, with emphasis on pupil self-management</p> <p>Whole school healthy eating and fluid intake messages in assembly, PSHE, class-teacher reminders in LGJS, positive posters, provision of strategically placed water fountains and bottles of water available at key events, varied food outlets available at breaktime in LGS</p>				
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		Provide in-house access to well-founded, timely and beneficial Health, Learning and Care services through a Wellbeing Centre / equivalent in all three schools	Establish collaborative and reflective working, appropriate triage and pathways so that provision is well tailored and effective Deliver appropriate monitoring of provision and outcomes Provide value for money	JWW / SAJ / JD / SJJ JWW / SAJ / JD / SJJ JWW / SAJ / JD / SJJ	07.24 07.24 07.24
		Further develop an accessible curriculum for all pupils: Develop the use of assistive technology, particularly in LGSS Develop inclusive sport options and well-resourced provision in all three schools to qualification and match level Ensure accessible sports options for pupils with SEND to succeed in GCSE/A level PE practical	Develop Study Zone in LGSS via enhancement of existing Library space and resources Continue offer of training in the use of IT in LGS and mirror in LGSS Explore the use of speech to text technology as a pupil tool in LGSS Provide one large computer screen per computer room in all three schools Provide up to date interactive whiteboards in Learning Development rooms in LGS (X2) and LGSS (X2)	JD AME / JD MJC SJJ MJC / SJJ PE / HoDs	07.23 07.23 07.23 07.23 07.23 07.24

			<p>Appoint an Accessibility Ambassador in PE to support SEND and PE develop</p> <p>Purchase a hoist for the swimming pool, train staff and monitor pupil or visitor use experience</p> <p>Monitor and listen to pupils to help ensure their experience of learning with assistive technology is transformative</p>	<p>SJJ</p> <p>MJC</p>	<p>07.24</p> <p>07.24</p>
		<p>Quality mark our commitment to accessible learning and wellbeing</p> <p>Deliver Dyslexia Friendly Status in LGSS as a logical framework for cohesive change and development</p> <p>Complete and deliver the Well-being in Schools Award at LGS/LGJS</p>	<p>Appoint and empower appropriate staffing</p> <p>Accessible learning initiatives to be captured in whole school and department/pastoral development plans</p> <p>Exploit the potential of website, Sway, open days /mornings and other marketing opportunities</p> <p>Exploit the potential of our grounds and facilities to host inclusive sporting events such as paralympic training and public events</p>	<p>JD / MJC</p> <p>MJC</p> <p>AME / RMs</p> <p>SJJ</p>	<p>07.23</p> <p>07.24</p> <p>07.22</p> <p>07.24</p>

		Ensure staff are informed and well-tuned for inclusive, accessible education	<p>Deliver training / refresher training for Quality First Teaching and Quality First Pastoral Care in all three schools</p> <p>Include SEND awareness training in new staff induction programme</p> <p>Continue EHCP staff induction programme</p>	<p>Heads</p> <p>MJC</p> <p>MJC</p>	<p>07.24</p> <p>07.23</p> <p>07.22</p>
		Celebrate the inclusion of pupils with SEND throughout the school community	Monitor the experience of pupils with SEND with respect to co-curricular activities, sports fixture, trips and visits, rewards and sanctions, learning and pastoral initiatives such as Young Enterprise and Peer Mentors	MJC	07.24
Improve and maintain access to the physical environment	<p>Soft seating areas and outdoor seating terrace in LGS from September 2021</p> <p>Clearly colour coded wings in LGS</p> <p>New food room at LGSS meets latest building regs for accessibility</p>	<p>Enable universal access to old and new buildings in LGSS</p> <p>Tom's Space a project for mental and physical wellbeing due to complete Autumn 2021</p>	Provide ramps at step points for Manor House and New House	SJJ	07.24

		Enable greater access to Library, LGS Lecture Theatre and science lab facilities in all three schools	Assess access to work-spaces in laboratories, libraries and LGS Lecture Theatre to plan for the provision of one adjustable height desk and wheelchair access table/desks.	SJJ	07.23
		Enable greater accessibility of swimming pool for disabled users	Purchase hoist, train staff and develop protocols	SJJ	07.24
		Provide access to an inclusive indoor multi-function space in LGSS	Develop designs for a new school hall	SJJ	07.23
		Provide greater access to Wellbeing services	Develop Wellbeing Centre on LGS site with multifunction space and designated space for specialist provision, to be built according to latest accessibility regs	SJJ / JWW	07.24
			Develop space above Art room in LGSS as multifunction area for work with pupils and/or meetings	SJJ / JD	07.24
		Develop access to outdoor play and learning facilities in LGSS	Better pathway access to Forest School and pond area in LGS/LGJS for all weather and wheelchairs	SJJ	07.24
			Provide walkways in LGSS that offer access all year and for all users	SJJ	07.23

			Develop Forest School and play facilities in LGSS, eg: camp site, cycle trail, obstacle course, sensory trails	SJJ	07.24
Improve the delivery of written information to pupils / stakeholders	All documents/printing in LGSS use ecru paper	Upgrade signage to meet requirements of visually impaired users of the site	Plan to be developed, including costings	SJJ	07.24
	Modified papers provided for internal examinations and applied for via exam board for public examinations	Accessible public literature, e.g.: information for prospective parents and prospective job candidates	Material available as accessible version, including braille/large font/audio version, if requested	NH	07.22
		Website accessible to visually impaired users	Information on the schools' websites can be provided in audio format when requested	NH	07.22
		Ecru paper for all formal communication and printing in all three schools	Develop cost analysis and select product	MJC	07.24

4. ACCESS AUDIT

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
LGS and LGJS				
Parking Bays				
LGS Main Building				
No. of floors				
Entrances				
Corridor Access				
Lifts				

Toilets				
Reception Area				
Internal Signage				
LGS Sports hall and facilities				
No. of floors				
Entrances				
Corridor Access				
Lifts				
Toilets				
Reception Area				
Internal Signage				
LGS Sports Pavilion				
No. of floors				
Entrances				
Corridor Access				
Lifts				
Toilets				
Reception Area				
Internal Signage				
LGS Café @ LGS				
No. of floors				
Entrances				
Corridor Access				
Lifts				
Toilets				
Reception Area				
Internal Signage				
LGJS Main Building				
No. of floors				
Entrances				
Corridor Access				
Lifts				
Toilets				
Reception Area				

Internal Signage				
Playgrounds				
LGSS				
Parking Bays				
LGSS Manor house				
No. of floors				
Entrances				
Corridor Access				
Lifts				
Toilets				
Reception Area				
Internal Signage				
LGSS Senior School				
No. of floors				
Entrances				
Corridor Access				
Lifts				
Toilets				
Reception Area				
Internal Signage				
LGS School House				
No. of floors				
Entrances				
Corridor Access				
Lifts				
Toilets				
Reception Area				
Internal Signage				
LGSS Hall				
No. of floors				
Entrances				
Corridor Access				
Lifts				
Toilets				

Reception Area				
Internal Signage				
LGSS Food room				
No. of floors				
Entrances				
Corridor Access				
Lifts				
Toilets				
Reception Area				
Internal Signage				
LGS Sports facilities				
No. of floors				
Entrances				
Corridor Access				
Lifts				
Toilets				
Reception Area				
Internal Signage				