



SHREWSBURY HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

ACCESSIBILITY POLICY AND PLAN 2021 – 2024

Introduction

Shrewsbury High School aims to treat all pupils, staff, prospective parents and other members of the school community favourably, 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 disabled pupils, both in terms of education itself but also the physical access of our schools.

What will the Accessibility Policy Do?

Shrewsbury High School recognises its duties under the Equality Act and takes a positive approach in making its School more accessible in terms of improving access to the curriculum, physical access to education and associated services; and delivery of information to disabled pupils.

Whilst respecting the individuality of each school, the GDST will seek to provide consistent, ongoing guidance and support to all schools to ensure that a coherent approach is adopted by each school as detailed below.

1. Improving access to the curriculum

The Trust will issue regular guidance, and provide focused training for example through courses delivered as part of the central training register, support and advice to assist each of its schools in taking all reasonable steps to ensure that its curriculum is as accessible as possible to all pupils. This may include provision linked to teaching and learning and evaluation of the wider curriculum, such as participation in after-school clubs and visits. The Trust will regularly review its policy towards Inclusion and will update its schools, where appropriate, on any changes to this policy or related guidance. Professional guidance from external agencies will be used to review and improve the provision linked to the reasonable amendments suggested in the Equality Act, and to model best practice.

2. Physical access to our Schools

Whilst the GDST firmly believes that the main emphasis of its accessibility planning should be on access to the curriculum and education, it recognises that alterations to its premises are likely in order to enable disabled pupils to take advantage of education, facilities and the services the school covers. Any alterations will be judged against the test of reasonableness, as set out in the Equality Act 2010.

The GDST will review its schools' accessibility plans on a regular basis in order to prioritise any adjustive capital works to achieve the best possible results across all its schools in terms of value for money and available time and resources. The requirements for Accessibility Plans are detailed below.

Wherever possible, the GDST will endeavour to integrate any adjustive works into the existing maintenance and capital works programmes so as to make best use of the Trust's resources.

The GDST will also review the impact of any adjustive works against its Asset Management Plans for each site to ensure that resources are targeted to guarantee the sustainability and cost effectiveness of any development. All of these factors will be combined to ensure that the GDST adopts a reasonable approach to its adjustive work programme.

3. Provision of information to pupils with a disability

It is our aim to ensure that the transition of pupils with a disability to different schools, including secondary schools, is respected and planned for by the incoming School. Review meetings, parents evening and meeting with external agencies (as required) will be held to improve the flow and delivery of information to pupils with a disability to them, their parents and the wider community. 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 school events.

Accessibility Plan

Each School will also be responsible for preparing its own Accessibility Plan, as required by the Equality Act, which will set out how it intends to achieve these goals. Schools should regularly monitor, review and update their Accessibility Plan. Although not required to be a lengthy document, the Accessibility Plan must be sufficiently detailed to allow clear information about actions taken and planned to be easily identified. The Accessibility Plans must be reviewed and updated regularly, at least every three years.

The Accessibility Plan is structured to complement and support the Trust's Equal Opportunity Policy and Inclusion Policy.

Accessibility Coordinator

Each School will appoint a sufficiently senior person to be responsible for all accessibility issues, referred to as the Accessibility Coordinator. The Accessibility Coordinator should be fully aware of the responsibilities under the Equality Act 2010, including the Accessibility Plan. Following reflection and discussion from the development of the Accessibility plan, the Accessibility Coordinator will be:

- Shrewsbury High School: SENDCO, Senior School

The Accessibility Coordinator will be supported by the Head of Junior School, Deputy Head – Pastoral, SENDCO Junior School and the Director of Finance and Operations.

Related policies

This policy should be read in conjunction with the following policies:

- Admissions Policy;
- Equal Opportunity Policy;
- SEND and Inclusion Policy;
- Exclusions Policy: and
- Teaching and Learning Policy.

ACCESSIBILITY PLAN

Shrewsbury High School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The Accessibility Plan is subject to a three yearly schedule of review and revision, with annual monitoring and review to assess provision for disabled pupils and progress in implementing the Plan.

The Director of Finance and Operations, through the School Health and Safety Committee, is responsible for co-ordinating the implementation of the Plan with specific responsibility for physical requirements. The Senior Deputy Head and the Head of Junior School are responsible for the implementation of other aspects of the Plan, and the dissemination of information to staff.

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.

1. Curriculum Access

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:

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date
Improve identification of pupils with SEN	Review information given by parents and previous schools for new applicants Ongoing review of Internal Testing of Years 7 to 9, Year 12 Policy statement on School website	Pupils with SEN identified and support provided as required. Continual improvement in student outcomes Better transition for students Increase in curriculum access.	Admissions Officer SENDCO Junior/ Senior Deputy Head Head of Junior School	2021-22: £500 actual 2022-23: £500 (budget) 2023-24: £500 (budget)	August 2024 Review August 2022: Continue to use of GL Dyslexia Screener to identify needs. Internal Referral Procedures reviewed at start of year and implemented for 2022-23. Staff training throughout year to support improved identification and use of referral process. Review August 2023

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date
Teaching and learning focus – linked to differentiation and responsive teaching/ pedagogy	Undertake a regular review of staff training requirements and provide training where identified as required.	All teachers are able to more fully meet the requirements of the all pupil's needs with regard to curriculum access.	Senior Deputy Head SENDCO Junior/ Senior Head of Junior School Teaching Assistants HLTA EAL Support Teacher	N/A Training delivered internally.	August 2024 Review August 2022: Staff training to support learning needs delivered during training days and study evening throughout the year. Review August 2023
	Review the specific needs of the pupil in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that the pupil has equality of access to life preparation learning. The use of other professional partners is also made available.		N/A	August 2024 Review August 2022: General staff training to support learning needs delivered during training days and study evening throughout the year. Student specific information delivered in staff briefings. Regular meetings with Teacher of Deaf/ SIS to support needs of profoundly deaf student in school. Review August 2023

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date
Improve resources for pupils with SEN	SENDCO Junior/Senior to assess requirements for curriculum delivery	Pupils supported so that they are able to access the curriculum fully. More inclusive school.	Senior Deputy Head Head of Junior School SENDCO Junior/Senior	2021-22: £500 actual 2022-23: £500 (budget) 2023-24: £500 (budget) Subscriptions to Spelling Frame and IDL	August 2024 Review August 2022: Students are supported through quality first teaching; teaching assistants are available in certain lessons and use assistive technology (iPads) to support learning of students with EHCPs. Students have access to Spelling Frame and IDL software. Review August 2023
All out-of-school activities, including school trips, are planned and risk assessed to ensure participation is available to all pupils.	Out-of-school activities are regularly reviewed to ensure compliance with relevant legislation and to ensure accessibility for all pupils to a wide range of activities.	All out-of-school activities conducted in an environment of inclusivity with providers who comply with all relevant current and future legislation. Activities are well attended by pupils.	Senior Deputy Head and Head of Junior School EVC	2021-22: £59,600 actual 2022-23: £52,131 budget 2023-24: £55,000 estimate	August 2024 Review August 2022: Residential plans made for SEND students attending French trip July 2022. Ensured that students with physical and/or sensory difficulties were able to access activities. Day trips are risk assessed

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date
					with SEND pupils in mind. Review August 2023
Personalised curriculum for individual pupils.	Adjust timetable to reduce number of subjects taken, according to individual needs eg. Languages. Review and improve the system of record keeping and pupil centred planning. Intervention strategy and process updated	Better outcome in those subjects taken and successful strategies embedded for students future learning	Senior Deputy Head Head of Junior School SENDCO Junior/ Senior Head of EYFS and KS1	Staffing budgets include costs for ad-hoc costs. Software as recommended by external bodies/ professionals, such as Bedrock software, IDL and Spelling Frame.	August 2024 Review August 2022: Students access small group and 1:1 sessions when curriculum is reduced. Focus on literacy and numeracy skills using software such as Bedrock, IDL and Spelling Frame. CPOMS is used for general record-keeping. Students are monitored through use of Pupil Centred Plans which include clear and informed targets. Review August 2023
Classrooms are optimally organised to promote participation and independence of the pupil.	Review and implement a preferred layout of furniture/equipment to support the learning process in individual class bases.	Increase in curriculum access Lessons start on time without the need to make adjustments to accommodate the	Heads of Faculty (Senior) Subject coordinators (Junior) DFO Head of Operations Head of EYFS and KS1	Furniture and equipment budgets include costs for updating furniture requirements to optimise teaching	August 2024 Review August 2022: Teachers are aware of student needs and seating plans prior to the lesson to support

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date
		needs of individual pupils.		Software as recommended by external bodies/ professionals	student needs. Equipment is prepared and available for the student (e.g.: foot stools) to prevent delay. Review August 2023
Training for awareness raising of disability.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Improved sense of a more inclusive school culture Whole school community aware of issues relating to access.	Senior Deputy Head Deputy Head Pastoral Head of Junior School SENDCO Junior/ Senior Heads of Stage (Junior/ Senior)	Costs provided for in the INSET budget In addition to CTSD offer In house training Compare to other Trust delivery TCT	August 2024 Review August 2022: General staff training to support learning needs delivered during training days and study evening throughout the year. Students took part in neurodiversity week in forms where additional training was available. BSL sessions have been given to Sixth Form students support Deaf Awareness. Consider training for governors and parents. Review August 2023

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date
Ensure appropriate access arrangements are in place for prospective pupils taking entrance exams.	<p>Admissions Officer to liaise with parents and staff to make appropriate arrangements.</p> <p>Review of the examination process regularly to check against purpose/aims</p> <p>SENDCo Senior to meet regularly with Examinations Officer and Heads of Stage.</p>	<p>More inclusive school supporting access for all prospective pupils</p> <p>Increased knowledge of the students to ensure better provision mapping and aid transition</p>	<p>Admissions Officer Senior Deputy Head SENDCO Junior/ Senior DFO Head of Operations Head of Lower School</p>	<p>Time to set up required layouts</p> <p>Specialist equipment as required</p>	<p>August 2024</p> <p>Review August 2022: SENDCo completed PAPAA course May 2022. All Access Arrangement testing will be completed internally.</p> <p>Teachers aware of supporting needs of students with access arrangements.</p> <p>Review August 2023</p>
Ensure appropriate access arrangements are in place for current pupils in school exams and public exams.	<p>Examinations Officer to co-ordinate requirements.</p> <p>SENDCo Senior to meet regularly with Examinations Officer.</p>	<p>More inclusive school supporting access for all current pupils.</p>	<p>Examinations Officer SENDCO Senior/ Junior Head of Operations</p>	<p>Time to set up required layouts</p> <p>Specialist equipment as required</p>	<p>August 2024</p> <p>Review August 2022: SENDCo has fortnightly meetings with Exams Officer. This to continue next year.</p> <p>Review August 2023</p>
Ensure appropriate support and space for students with Social, Emotional and Mental Health needs.	<p>Deputy Head and SENDCo to review Mental Health Strategy in School.</p> <p>SENDCo to develop Mental Health support</p>	<p>More inclusive school supporting access for all current pupils.</p>	<p>Senior Deputy Head SENDCO Senior/ Junior</p>	<p>Specialist equipment as required</p>	<p>August 2024</p> <p>Review August 2022: Mental Health Strategy completed for 2021-22 with an outline of key staff</p>

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date
	<p>in Learning Enhancement.</p> <p>Learning Hub to be used as time out space for students struggling with mental health needs. Learning hub to have house plants to support mindful gardening. Other mindful activities to be available in area.</p>				<p>supporting mental health needs across school.</p> <p>Drawing & Talking practitioner in Learning Hub to support with MH needs.</p> <p>Learning Hub have house plants for mindful gardening. Other activities such as mindful breathing, colouring and 'walk & talk' encouraged to students.</p> <p>Review August 2023</p>

2. Improving the delivery of written and spoken information

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date for Completion
Availability of written materials in alternative formats.	The school will be aware of the services available through the Local Authority/other external organisations for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Director of Marketing, Communication and Admissions Head of Junior School Heads of Faculty	Marketing and faculty budgets to cover individual requirements.	<p>August 2024</p> <p>Review August 2022: No requests made</p> <p>Review August 2023</p>

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date for Completion
Make other school publications (e.g. prospectus) available in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	Improved delivery and accessibility of information for all.	Director of Marketing, Communications & Admissions	Marketing budget to cover costs of individual requirements.	August 2024 Review August 2022: No requests made Review August 2023
Review documentation with a view to ensuring accessibility for pupils with visual impairment.	Seek advice from external organisations regarding alternative formats and use of software to produce customised materials.	Improved delivery and accessibility of information for all.	SENDCO Junior/ Senior Director of Marketing, Communications & Admissions	Marketing budget to cover costs of individual requirements.	August 2024 Review August 2022: Teachers are aware of appropriate fonts, font sizes and colour contrast for students with visual impairments. All informed from SIS. Review August 2023
Improve access to information provided for those with hearing impairments.	Seek advice from external organisations regarding alternative formats and use of software to produce customised materials. Liaise with pupil to determine specific requirements. Consider provision of equipment such as hearing loops to facilitate access in all areas of the school.	Improved delivery and accessibility of information for all.	SENDCO Junior/ Senior Director of Marketing, Communications & Admissions	Within Medical budget	August 2024 Review August 2022: Students who are profoundly deaf use transmitters. Staff are training on use of transmitters and provided health and safety guidance. Teachers are advised to use subtitles when showing videos and to ensure all students

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date for Completion
					can access audio files (e.g. in MFL). Teaching Assistants support profoundly deaf students in some lessons. Review August 2023
Raise awareness of staff on the importance of good communication systems.	Arrange appropriate training courses – identify the core needs within the staff.	School is more effective in meeting the needs of all staff, pupils, parents and visitors.	Senior Deputy Head – Pastoral SENDCO Junior/Senior Head of Junior School	Included in training budget Develop use of Edukey, review of SEND Strategy in school: referral systems/ tracking/ Graduated Approach/ Register to promote good communication of student needs.	August 2024 Review August 2022: Reviewed referral system and tracking in school. This was implemented 2021-22. Staff are aware of changes. Regular use of CPOMS for SEND Referrals and Concerns. SEND Register has been reviewed and updated with comprehensive information regarding strengths, needs, strategies and further information. Team around the Child meetings in place for students with significant and

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date for Completion
					complex needs who are a concern. Review August 2023

3. Access to Premises

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date for Completion
Improve access to the school site	<p>Review access when planning any capital or refurbishment works to seek improvements to physical access to the School site.</p> <p>Ensure changes in legislation are responded to as required.</p>	Improved accessibility to the school environment for all pupils and staff.	DFO Trust Estates Manager Head of Operations	Included in capital project budget	<p>August 2024</p> <p>Review August 2022: The capital project for refurbishment of school buildings into a new Junior School considered accessibility at conception. However, due to the historic importance of the building, the preferred layout was not accepted by planners and the school manages accessibility changes as required.</p> <p>Review August 2023</p>
Improve provision of welfare facilities throughout the	Review provision of welfare facilities and compliance with relevant	Improved accessibility to	DFO Trust Estates Manager Head of Operations	Included in capital project budget.	August 2024

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date for Completion
school to ensure sufficient access for all pupils.	guidance when considering any project or refurbishment work.	welfare facilities for all pupils. Compliance with relevant legislation.		2022-23: £20,000 budget	Review August 2022: Improved toilet facilities were included in the refurbishment of the Junior School buildings with all new facilities meeting DDA requirements. Review August 2023
Improve clarity of signage across the school and ensure adequate way-finding.	Review different aspects of signage around the School site and improve the quality and clarity of signage to enable easy access to and out of all School buildings.	Improved access to the school environment for all pupils, staff and visitors.	DFO Head of Operations	2022-23: £5,000 (budget) 2023-24: £500 (budget)	August 2024 Review August 2022: New maps completed to reflect the layout of the single site. This will be the basis for installation of signage. Review August 2023
Individual risk assessments and PEEPs are provided for pupils with disabilities including temporary disabilities eg pupil on crutches.	Review pupil body at the start of the academic year to ensure all pupil and staff needs are accommodated. Risk assessments and PEEPs are completed on the basis of this information at the start of the academic year with temporary ones	Minimise disruption to pupil learning. Access to all school areas for all disabled pupils (where possible) and alternative provision provided in the event that an area cannot be accessed due to	School Nurse SENDCO Junior/ Senior	Nil	August 2024 Review August 2022: PEEPS are completed as required throughout the year. Safe refuge points have been identified for staff and pupils with PEEPS.

Target	Strategy	Outcome	Responsible	Resourcing Costs	Target Date for Completion
	completed as the need arises.	<p>the physical nature of the sites.</p> <p>Ensure suitable evacuation places are identified for staff/pupils who cannot get to the designated muster point. Raise awareness of staff of pupils with specific needs.</p> <p>Ensure compliance with legislation and access for pupils with disabilities.</p>			Review August 2023
Raise awareness of staff regarding access requirements for different types of disability.	Training and dissemination of information arranged to ensure all staff are informed of access requirements and any changes made.	<p>Whole school community aware of issues relating to access. School is more effective in meeting the needs of pupils, parents, visitors and staff with disabilities.</p>	Deputy Head, Pastoral DFO Head of Junior School	Nil	<p>August 2024</p> <p>Review August 2022: Access requirements are considered for school events and meetings with adjustments made to locations as required.</p> <p>Review August 2023</p>

Original: August 2021
Updated: February 2022
This version: September 2022