



# NOTTINGHAM GIRLS' HIGH SCHOOL

GDST  
GIRLS' DAY SCHOOL TRUST

## **Accessibility Policy 2021 to 2022**

This policy applies to all pupils, including EYFS.

The school recognises its duties under Part VI of the Equality Act 2010 and adopts an equal opportunities approach through reasonable adjustments to make the school more accessible in terms of:

- **Curriculum Access and Assessment (including After-school, Extra-Curricular Activities, Trips and Visits)**
- **Communication and Access to Information (including Admissions and Bursaries, and Exclusions)**
- **Premises and the Physical Environment**

The protected characteristics named in the Equality Act 2010 that are of particular relevance to the school and which are covered by this policy are:

- **Special Educational Needs and Disabilities (including medical, mental and emotional needs).** The school understands that a child may have special educational needs, a disability or both. The Department for Education defines children with SEN as, 'having learning difficulties or disabilities which make it harder for them to learn or access education than most other children of the same age.' In the Equality Act, a person has a disability if they have a physical or mental impairment which is substantial (more than minor or trivial) and long-term (a year or more).
- **Gender and sexual orientation, Race, Religion or Belief.** The school recognises that pupils may consider their gender and sexual identity during their time at school and all sections of this policy should be read in conjunction with the GDST Transgender Pupil Guidance. The school recognises that we have a diverse population with regards to race, religion and belief and when referring to these areas, this policy celebrates all these groups.

# 1. Access to the Curriculum and Assessment (including After-school, Extra-Curricular Activities, Trips and Visits)

## Special Educational Needs and Disability

The curriculum is made accessible in the following ways:

- Our school offers a **differentiated curriculum** for all pupils whereby lessons are personalised according to individual need. This ethos is built into schemes of work and lesson planning, which is overseen by individual departments. In some subjects the pupils may be setted to aid differentiation. Study skills groups at KS3, alternative PE and a reduced languages offer are all examples how we build a personalised curriculum for those with SEND.
- Individual support is offered by most departments through lunchtime help clinics and extra sessions. One to one help sessions are common.
- Additional needs or barriers to accessing the curriculum are identified by the Head of Educational Support (HES) and School Nurse (SN). Suggested strategies are communicated to classroom teachers e.g. One Page Profile, and are available on SIMS to refer to.
- We use resources tailored to the needs of pupils who require support to access the curriculum, e.g. Pre-teach Intervention in the Junior School, large font, coloured paper and backgrounds, notes before lessons, assistive technology such as Reading and Echo Pens.
- Curriculum resources include examples of people with special educational needs and disabilities.
- Curriculum progress is tracked for all pupils, including those with a disability, and this is a further way in which the school identifies learners with specific difficulties.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed regularly to ensure it meets the needs of all pupils. In discussion with parents, HES, SN, SLT, and middle managers, personalized or reduced timetables are developed for girls.
- Physical disabilities are assessed on an individual basis and changes made to ensure the curriculum can be accessed. This could be room changes, use of laptops, setting work in absence or any reasonable adjustments to ensure the pupil is treated fairly and has the opportunity to learn.
- Uniform needs are considered when it proves to be a barrier to learning for pupils with sensory or SEND.
- Training for teachers regularly takes place on teaching and learning which includes ideas on differentiation for a variety of additional needs. This takes place on INSET, staff meetings, briefings, Department Meetings, Teaching and Learning Masterclasses.
- We have a separate Access Arrangements Policy to support students who require additional arrangements for internal and external examinations.
- We offer a wide range of **extra-curricular activities**: There are approximately 10 different activities available every day which vary from highly physical activities such as netball to relaxing activities such as 'Knit and Natter'. Everyone in our school can access at least one activity a day if they choose to.

- The Drama performances ensure a role for everyone who auditions: disabilities will be taken into consideration and roles adapted.
- For any student wishing to participate in any after school or extra-curricular activities, reasonable adjustments will be made where possible, for example, specialist supervision on trips.
- Close liaison with parents enables us to understand as fully as possible the needs of their daughters in order to effectively plan their inclusion in after-school, extra-curricular activities, trips and visits. This may include consideration around rooming, meals and meal times, transportation, sensory issues, groupings, the itinerary and unstructured times. This will be considered on a case by case basis.

### **Gender and Sexual Orientation, Race, Religion or Belief**

- The school offers a balanced curriculum, which celebrates differences. Curriculum resources include examples of people of different races, religions, beliefs and gender and sexual orientation.
- The curriculum also includes access to cultural visits, a full and diverse PSHE schedule and tutor programme.
- Additional needs can always be discussed on an individual basis.
- Training for teachers takes place on gender and sexual orientation, race, religion and belief. This takes place on INSET, staff meetings and, briefings, Department Meetings, Teaching and Learning Masterclasses.
- Assemblies are designed to reflect on social, moral, spiritual and ethical issues and are inclusive of difference races, religions, beliefs and gender and sexual orientation.
- No pupil is ever discriminated against due to their gender and sexual orientation, race, religion or belief. The school believes these characteristics have no impact on their ability to take part in any of the additional activities we offer.
- Diversity Groups are available to all students in the Senior School, for example, LGBTQIA+ events and issues are discussed and organised, the achievements of BAME are celebrated, and different religious beliefs are discussed. Student led Culture and Heritage Club is open to all and focuses on key issues surrounding inclusion under the banner of the Undivided work led by the GDST.
- Gender and sexual orientation, race, religion and belief have no impact on the casting choices of drama productions.
- We celebrate Pride at school in June.
- Students have the opportunity to undertake an alternative activity in discussion with their teacher' if they feel there is a conflict with their beliefs, e.g. For example, certain themes used in Drama, creative writing or Art may conflict with an individual's beliefs and therefore, no pressure is ever placed on students to take part.
- Students may continue to wear religious clothing or jewellery when taking part in any activities as long as this is consistent with the school's uniform policy and health and safety requirements.
- Parents are given the opportunity to explore issues around gender and sexual orientation, race, religion and belief to better support their daughters through a variety of Parental Seminars throughout the year.
- The school appreciates that for girls considering their gender identity, there may be specific issues to address around language and also trips and visits. This may include

consideration around groupings, rooming and access to appropriate facilities. This will be considered on a case by case basis.

## **2. Communication and Access to Information**

Every effort is made to improve our communication systems to enable wider participation for everyone in the day to day life of the school.

### **Special Educational Needs and Disability**

- Information is provided in a variety of formats, including hard copies and online. Information can be printed in larger fonts and on coloured paper as required.
- Parents meetings and multi-disciplinary meetings can be attended by translators, signers or any other specialists as required.
- Microphones are used at large events to support hearing impairments.
- The school adopts the use of positive language in its communications.
- The School makes reasonable adjustments to the admissions process for pupils and, where applicable, to the School's provision for specific learning needs in so far as these can be met given the nature and character of the School. We encourage parents to contact Central Admissions to discuss any special arrangements which would be required in respect of the assessment process.
- Scholarships, bursaries and prizes are awarded without prejudice and are open to pupils with SEND.
- Sometimes NGHS will have to consider excluding students. This is a rare occurrence and every consideration will be taken, including discussion with parents, as to the most appropriate action. For students with SEND, reasonable adjustments will always be a part of this process.

### **Gender and Sexual Orientation, Race, Religion or Belief**

- We are committed to equal opportunities in education. No pupil at, or applicant to, the School receives more, or less, favourable treatment on grounds of gender and sexual orientation, race, religion or belief.
- A student would never be excluded on the grounds of gender or sexual orientation, race, religion or belief.

## **3. Premises and the Physical Environment**

### **Special Educational Needs and Disability**

- All buildings have been audited for accessibility and DDA compliance. As a result a list of actions and recommendations was drawn up. Where possible, actions will be taken forward as part of a wider refurbishment or capital project.

- Given the nature and diversity of our building stock, there is reasonable disabled access to many parts of the campus including safely crossing the public road and the internal road.
- On a bi-annual basis, external steps, external crossings, bus lane hatchings are repainted.
- For the hearing impaired, there are hearing loops in the Squire PAC, Junior School and Sixth Form Centre. In addition, hearing impaired students are issued with an emergency pagers in the event of a fire.
- For the visually impaired, all new-built or refurbished buildings have colour contrast stair nosings and handrails.
- There are two raised sensory beds outside the Dining Hall.
- The school has two disabled showers. There are seven disabled parking spaces.
- There is a sensory space as part of the Education Support provision and plans to increase the space available to the SEND department, which will include safe spaces for eating. There is a Wellbeing Room in the Sixth Form Centre.
- There is a culture of supporting and adapting for visitors and members of the public with differing abilities.
- Room changes are implemented to cater for individuals as necessary.
- Disabled parking bays may be used free of charge by students who have autism to allow them stress-free parking and access to the school buildings.
- It can be arranged for autistic students to use staff toilets if they have sensory difficulties that would make their use of student toilets stressful.

### **Gender and Sexual Orientation, Race, Religion or Belief**

- We are open to making provision for gender neutral student toilets, should the need arise. Many of the staff and visitor toilets are gender neutral.
- There is a prayer room where all students are welcome.
- We provide for a range of food in the dining hall for various religious beliefs.

#### **Linked Policies:**

After School Care Policy

Admission Policy

Curriculum Policy

Exclusions Policy

Equal Opportunities Policy

Inclusion Policy

Long Term Absence Policy

SEND Policy

Examination Access Arrangements Policy

GDST Transgender Pupil Guidance

Also see the Accessibility Plan

Policy Reviewed April 2021

Next Review due April 2022