



Leicester Grammar School
Trust

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 member of our school community will be welcomed and valued with due regard for the protected characteristics. It is unlawful for a school to discriminate against a pupil, staff member or prospective pupil by treating them less favourably because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. 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.

The Board of Trustees is willing to resource and invest in order to meet the aims and goals of this plan.

Definition of disability under the Equality Act 2010

You are 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 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 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.

Aspect – increase access to the curriculum for pupils with a disability			
Objectives	Actions to be taken	Person responsible	Date to be completed by
Further develop a holistic and/or therapeutic play curriculum, as appropriate to age	Provide a well-resourced and generous sensory regulation space in all three schools and outdoor sensory trails	SJJ CEC HP MJC	07.2024
	Develop spaces for 1:1 and small group work, e.g.: art based listening therapy	MJC CEC HP	
	Further develop school’s association with Pets as Therapy and Relate Programmes	MJC RD	
		MJC RD CW	

	<p>Appropriately qualified staff deliver wellbeing/therapeutic based offer and interventions in all school, eg: talking and play based therapies, Relax Kids, Counselling</p> <p>Whole school inset to include wellbeing activities for all staff, eg: LGJS yoga, a walk and craft offer September 2023</p> <p>Exploit the potential of our grounds and facilities to host inclusive sporting events such as paralympic training and public events especially in Olympic year</p>	<p>RMS AME KR JAY</p> <p>SJJ NH</p>	
Develop Health, Wellbeing and SEND facilities enabling access to appropriate and integrated referral and services for staff and pupils in each school	<p>Further establish collaborative and reflective working, appropriate triage and pathways so that provision is well tailored and effective</p> <p>Deliver appropriate referral and monitoring of provision and outcomes for medical and wellbeing services – Pastoral referrals model, LGS and LGS-SS</p> <p>Extension of SEND space in LGS and LGSS, in LGS, alongside MJC office to accommodate small group work and visiting professionals (including for assessments and interventions)</p>	<p>MJC CEC HP RD</p> <p>JAY RD CEC MJC CW HP</p> <p>SJJ MJC</p>	<p>07/24</p> <p>07.25</p>
Develop an understanding of restorative practice and how language is key to inclusion	<p>Revisit Paul Dix language modules and September 2023 restorative training throughout the year</p>	<p>JAY KR RMS</p>	<p>07.24</p>
Develop vibrant Health Education to support pupils in developing awareness and ownership of healthy choices and outcomes	<p>Medical staff develop and deliver pupil facing and vibrant, accessible Health Education in all years/by need</p> <p>Medical staff deliver preventative health programmes and develop an EYFS screener and EYFS parent programme</p> <p>Develop inclusion friendly restaurant and café experiences for pupils in all three schools, including LGS restaurant and café upgrade</p>	<p>JAY AE JJ</p> <p>JAY AE</p> <p>SJJ</p>	<p>07.24</p>
Further develop and facilitate an accessible curriculum for all pupils	<p>Explore opportunities of the lower senior school provision in LGS and LGS-SS 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</p>	<p>MJA DF LA JM CEC</p> <p>MJC DF LA</p>	<p>07.24</p>

	<p>centred decision making</p> <p>All pupils age 3-11 able to access a visual timetable in LGJS, extend to LGSS and wider offer for SEND pupils 11-18 Before-school learning programme KS2-3 in LGSS: access to literacy and numeracy top up Consider BTech options as one GCSE option for more pupils in LGS-SS building on 2023 success and/or for PE</p> <p>Develop use of assistive technology in all three schools Monitor and listen to pupils to help ensure their experience of learning and learning with assistive technology is transformative; includes on-line pupil survey for SEND support</p> <p>Accessible learning initiatives to be captured in whole school and department/pastoral development plans Exploit the potential of website, Sway, open days /mornings and other marketing opportunities School values displayed and under-pin approaches to assemblies and school-wide messaging, eg: marketing and newsletters</p> <p>Learning Walks SLT and SEND leads in each school</p>	<p>HP CEC MJC HCW JP</p> <p>CM LA MJC</p> <p>CEC HP MJC CM HS</p> <p>NH Heads in each school</p> <p>SLT MJC HP CEC</p>	
<p>Accessible PE:</p> <p>Develop sport options and well-resourced provision in all three schools to qualification and match-A level</p> <p>Ensure accessible sports options for pupils with SEND to succeed in GCSE/A level PE practical</p>	<p>Create curriculum opportunities for Forest School in the schools' PE curriculum</p> <p>Create opportunities and appropriate staffing for greater alternative and inclusive sports in all three schools to qualification and school team level</p> <p>Explore appointing an Accessibility Ambassador in PE to support inclusive PE development</p> <p>Purchase a hoist for the swimming pool, train staff and monitor pupil or visitor use experience</p>	<p>CEC JM</p> <p>Director and Deputy Dir of Sport and Heads of PE</p> <p>JWW</p>	<p>07.24</p>

		SJJ Director of Sport and Heads of PE	
Provide accessible sites and classrooms	<p>Further development of benches, tree planting, signage and accessible car parking across the sites</p> <p>Explore opportunity to extend SEND functional/multi-functional space in LGS, eg: using locker area adjacent to MJC office</p> <p>Continue to develop Foyer area in LGS-SS via development of new sports hall</p> <p>Continue offer of training in the use of IT in LGS and mirror in LGS-SS Explore the use of speech to text technology as a pupil tool in LGS-SS 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 LGS-SS (X2)</p> <p>Evaluate desk heights and seating heights so that children are sitting and working with optimum conditions and comfortable facilities. Purchase accordingly.</p>	<p>Grounds Team, KMcD</p> <p>SJJ MJC</p> <p>SJJ CM</p> <p>CEC HP JP PCox JHickens</p> <p>HP AE SJJ</p>	<p>07.24</p> <p>07.25</p> <p>07.25</p>
Ensure staff are informed of and well-tuned into inclusive, accessible education; explore quality marking our commitment to accessible learning and wellbeing	<p>Learning Development staff have joint and individually relevant training opportunity</p> <p>LGS Teaching and Learning twilight opportunities include SEND training (EAL, accessible classrooms) during 2023-2024 Staff training at the start of each academic year and provision of inclusion resources, eg: Paul Dix training September 2023 and SEND Update training Continue to deliver relevant training / refresher training for accessible Teaching and Pastoral Care in all three schools</p> <p>Include annual SEND awareness training in new staff induction programme, including EAL</p>	<p>MJC CEC HP</p> <p>AME</p> <p>JAY RMS KR KR MJC CEC HP</p> <p>MJC</p>	07.24

	Continue EHCP staff induction programme	MJC	
Celebrate the inclusion of pupils with SEND throughout the school community	<p>Monitor the experience of pupils with SEND and EAL within integrated whole school processes/tracking, with respect to:</p> <ul style="list-style-type: none"> • Academic outcomes • co-curricular activities • sports fixtures - • trips and visits • rewards and sanctions • learning and pastoral initiatives such as Young Enterprise and Peer Mentors 	MJC CEC HP RMS JAY KR AME MJA LA	07.24

Current Good Practice, including *established practice and recent improvements (first year of current plan)*

- Provided laptops to vulnerable pupils in case of lockdown / learning from home
- Tailored individual curricula in all three schools, for example for pupils with a SpLD or mental health need
- Opportunities for holistic learning, examples include appropriately qualified staff to deliver:
- LGS-SS: Forest School, Relax Kids and Executive Function Skills, Play Therapy
- LGJS: Forest School, Relax Kids, Lego Therapy
- LGS: Executive function skills, Yoga, Pets as Therapy, Boughton Woods Prep 2-day experience
- Development of Tom’s Space as place to find quiet and reflection
- September 2023 - New Counsellor/s and Wellbeing Mentor enhance existing provision available in all schools
- September 2023 - LGJS New Library: facing wonderful view and with biophilic theme
- September 2023 - LGJS classrooms and functional spaces have a new biophilic theme, reflected in carpeting, décor and plants
- Implementation of guidance and advice and reasonable adjustments from professionals in and out of school, for example Specialist Teachers, CAMHS, Educational Psychology
- 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
- Landscaping and provision of benches, lighted pathways and Forest School teaching areas in the grounds at LGSS
- Improved signage and external lighting at LGSS
- Improved foyer area at LGSS has seating and working areas with pupil art work and celebration of pupil achievements
- Provision of Wellbeing Room in LGSS, some shared use with careers/marketing
- LGS Teaching and Learning INSET/twilight opportunities include SEND training (Autism Education and Sensory Integration) during 2021-2023
- 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

- Delivering quality first and specialist provision for a relatively large number of EHCPs/ANFs, including support staff coaching and training opportunities
- Facilitating additional staffing for away fixtures and residentials in LGSS for pupils with an EHCP/ additionally funded hours
- Secure a building adaptation to provide an inclusive accessible Food Technology Room in LGSS
- Offering appropriate training for teachers and EHCPTAs, e.g.: Hearing Impairment, Sensory Regulation and Autism Outreach Education in LGSS 2021-2022
- Developing autism friendly approaches by offering Nurture Groups, Social Communication groups, promoting the use of visual and nonverbal signals in teaching, communication cards, visual timetables, providing 1:1 download, coaching and mentoring
- 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, weighted lap blanket, foot-rest, sensory boxes, adapted pens and handwriting slopes, timers and alerts in class or on personal laptop/phone
- Colour coded wings in LGS, first completed in 2016 to enable pupils with SEND to navigate independently; enhanced in 2021 and upgraded in 2023
- Use of ecru paper throughout LGSS in response to number of pupils with Dyslexia and the school's intention to reach Dyslexia Friendly Status
- Pupil centred decision making and review meetings as part of multi- disciplinary working through SEND
- Using IT based support programmes, eg: Nessy and Nessy Fingers
- Accessing relevant training in Learning Development Team: staff pathway to teacher training, dyscalculia training, Exam Access Arrangements training, Forest School Leadership, Relax Kids leader training and Mental Health First Aid/connected courses
- Touch Typing lesson provision in all three schools
- Option for pupils with sensory need to use headphones in appropriate context
- Use of mobile devices and laptops in class as reasonable adjustment to access and record information / plan and communicate
- Designated Trustee for Safeguarding and SEND supports governance and whole school development
- Development of pupil voice and shared celebration of community through LGS Together, 2020-2021
- School systems adopted to improve communication and ensure pupils safety and appropriate provision: eg use of Evolve for trips and visits, CPOMS for PE inclusion and alternative sports such as Dance, and offer of alternative contribution to match team play, e.g.: cricket scoring, match photographer, refreshments team
- Publication of walks and designated outdoor spaces in staff planner and provision of accompanied walks for staff at lunchtimes throughout the year
- Provision of quiet garden area and mezzanine areas associated with the LGS Library
- Provision of inclusive menu and alternative menus or timings for identified pupil's tables, timings and menus enable whole school and age range 3-18 to eat in the Refectory in LGJS-LGS
- Appropriate seating and tables, timings and menus enable whole school and age range 3-18 to eat in the Refectory in LGJS-LGS emphasis on pupil self- service using accessible payment routines
- 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
- 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
- Better timetabling of PE and Games in LGSS ensures more qualified PE staff are available at any one time with pupils
- Medical and Wellbeing Suite – LGS/LGJS provided from September 2023 with bedrooms, treatment rooms and supplementary office space
- Sensory Areas and Quiet Areas emerging in LGJS and LGS facilitate pupil self-regulation and talking for resolution, eg: Student Support, Wellbeing Room and Counselling Room in LGS, The Hive and The Nest in LGJS, Savannah and Wellbeing Room in LGSS
- Increased examples of outdoors-indoors environment in each school – plants, trees, colour, carpets and wall murals
- Training of all staff relevant to inclusion and wellbeing 2022-2023: LGS – JAY-CSJ training around Andrew Tate and language/resources to promote positive culture in school
- ADHD training in LGJS, SEND INSET training in LGS and LGSS (January and September 2023)
- Completed the Well-being in Schools Award at LGS/LGJS 2022-2023
- Safeguarding uses Anonymous Voice for pupils and other Pupil Voice platforms
- New Trips and Visits Coordinator (EVC) appointed 2018. Policy ensures School Nurses and Director of Learning Development review all pupils with regard to needs and adjustments before any trip: system, Evolve

Aspect – improve and maintain access to the physical environment			
Objectives	Actions to be taken	Person responsible	Date to be completed by
Enable universal access to old and new buildings in LGS	Provide ramps at step points for Manor House and School House at LGSS	SJJ	07.24
	Provide accessible multifunction School Hall in LGSS	SJJ CM	07.25
Enable safe and accessible car parking and appropriately timed play space on LGS site	Provide new car parking / hard play space on LGS site	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. Plan for the provision of one adjustable height desk and wheelchair access table/desks in each school library and other whole school spaces such as the science Lecture Theatre in LGS and IT suite in LGS-SS	SJJ	07.24
Enable greater accessibility of swimming pool for disabled users	Purchase hoist, train staff	SJJ Dir of Sport	07.24

Provide access to an inclusive indoor multifunction space in LGS-SS	Develop as part of designs for a new school hall	SJJ CM	07.24
Provide greater access to Wellbeing services and appropriate spaces for support / interventions in each school	Provide spaces in LGSS and LGS for key functions: visiting professionals to deliver active interventions; considering the requirement for services in house, child safety, a child's privacy and the regularity of visits (eg: Play Therapy/Occupational Therapy as part of a child's curriculum) and assessments (eg: Educational Psychology assessment), LGS - transform 'slums' area alongside MJC office in small build project and , relocating locker area LGS-SS develop space above Art room in LGJ-SS as multifunction area for work with pupils and/or meetings and therapeutic provision	SJJ MJC CEC	07/24-25
	Provide admin support for Pastoral Referrals via the Wellbeing Room in LGS	SJJ JAY RD	07.24
Develop access to outdoor play and learning facilities in LGS-SS	Better pathway access to Forest School and pond area in LGS/LGJS for all weather and wheelchairs Continue to develop provision of walkways in LGS-SS that offer access all year and for all users Develop Forest School and play facilities in LGS-SS, eg: camp site, cycle trail, obstacle course, sensory trails	SJJ Grounds Staff KMcD CEC MC	07.24 and a refreshed programme each subsequent year
<p>Current Good Practice, including <i>established practice and recent improvements (first year of current plan)</i></p> <ul style="list-style-type: none"> • Soft seating areas and outdoor seating terrace in LGS from September 2021 • Clearly colour coded wings in LGS • New food room at LGS meets latest building regulations for Accessibility • Tom's Space a project for mental and physical wellbeing completed for September 2022 and well used by pupils and staff • Height adjustable desk provided in LGS • New Library provided in LGJS • The Hive and The Nest provided in LGJS • Second Forest School Leader training completed in LGSS-SS • TAT contributing to middle school mentoring • Pastoral referral triage established via the Wellbeing Room from September 2023: JAY RD MJC AME CM HS TAT RM 			

Aspect – improve the quality of information to pupils / stakeholders			
Objectives	Actions to be taken	Person responsible	Date to be completed by
Upgrade signage to meet requirements of visually impaired users of the site	Plan to be developed, including costings	SJJ	07.24
Accessible public literature, e.g.: information for prospective parents and prospective job candidates	Continue material available as accessible version, including braille/large font/audio version, if requested	NH	07.24
Website accessible to visually impaired users	Continue information on the schools' websites can be provided in audio format when requested	NH	07.24
Ecru paper for all formal communication and printing in all three schools	Develop cost analysis and select product; completed in LGS-SS	MJC	07.24
Current Good Practice, including <i>established practice</i> and <i>recent improvements (first year of current plan)</i>			
<ul style="list-style-type: none"> • All documents/printing in LGSS use ecru paper • Modified papers provided for internal examinations and applied for via exam board for public examinations 			