

## **Accessibility Plan 2021-24**

The aim of this plan is to set out how NHSG intends to increase the accessibility of its activities and facilities over the three year period 2021 to 2024.

NHSG is committed to providing an inclusive environment for all pupils. It has high ambitions for all of its pupils and expects them to be able to participate in all the aspects of school life that they choose to.

The School will seek to identify and overcome barriers that prevent pupils with disabilities from accessing the facilities the School has to offer.

### ***Duty under the Act***

The school recognises its duty under Schedule 10 of the Equality Act 2010 – Accessibility for disabled pupils to:

- Increasing the extent to which disabled pupils can participate in the School curriculum
- Improving the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled such as written information accessible in a range of different ways for disabled pupils
- Not to discriminate against disabled people
- Not to treat disabled pupils less favourably
- To take reasonable steps (adjustments) to avoid placing disabled people at a substantial disadvantage and to improve the developments in physical access to the education and other services
- To publish this Disability Access Plan

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the School.

In deciding whether a step is reasonable, schools may take into account the need to maintain:

- Academic standards
- Available resources
- The practicalities of making a particular adjustment
- The Health & Safety of the disabled pupils and the interests of others

NHSG is committed to meeting the full requirements of the Act.

Time frame	Targets	Action	Outcome	Progress
Short term	Increasing access for disabled pupils to the School curriculum	1. Examine data on current school population and those registered for future admission	Raise staff awareness of needs of pupils who are in school through Special Needs Register and in advance for those with disabilities being admitted to the School	Ongoing with regular updates to staff in pastoral briefings of individual pupil's needs. SENCO's undertaking assessments of current pupils in the Senior and Junior Schools
		2. Training for staff on implications of SEND and the Equality Act	Staff able more fully to meet the requirements of disabled pupils with regards to accessing the curriculum	<p>Ongoing. Training to be incorporated into INSET or Staff Meetings and included in Induction training and all discussions.</p> <p>Relevant information available to staff via cloud shared drives, Microsoft Teams and the School Information Management System (SIMs). Where appropriate, the CPOMS system may be used to transfer sensitive information where safeguarding may also be a concern.</p> <p>Staff briefing undertaken regularly and as needed.</p> <p>Disability awareness course to be completed by school H&amp;S Coordinator and school HR Coordinator in November 2022 to disseminate key aspects to wider staff after that.</p>

Time frame	Targets	Action	Outcome	Progress
		3. If required, plan timetable of lessons and rooms (including Examinations) to meet needs of disabled pupils	Pupils with disabilities able to access the curriculum as fully as possible	Ongoing when required. Process used and working effectively to support pupils as and when required.  Availability of hybrid learning as an option to be considered in specific circumstances.
		4. Subjects and faculties to consider making lesson materials available in alternative formats (e.g. via Microsoft Teams, or OneNote, including use of Immersive Reader)	Improved access to lesson notes and worksheets	Ongoing: Continued development and use of Microsoft Teams and OneNote at Senior School provides increased opportunities for Subjects and faculties to respond effectively.
		5. Investigate access to computer technology and other equipment for students with disabilities. With increased access via 1-to-1 iPads at Junior School and BYOD at Senior School, access to technology to support learning is almost ubiquitous.	Increased access to laptops and personal devices specifically for use in lessons and examinations and alternatives e.g. 'readers', podcasts/vodcasts and speech to text.	Ongoing as part of roll-out of improved access to technology to support learning across the School. BYOD began roll-out in 6 <sup>th</sup> Form Sept. 2017, completed Sept. 2018 BYOD Roll-out for KS3 and 4 completed in Sept 2019.

Time frame	Targets	Action	Outcome	Progress
		<p>6. Regular review of educational policies in the light of SENDA and the Equality Act</p>	<p>Ensure all policies do not discriminate against disabled pupils (policies must not contradict one another in reference to access and making reasonable adjustments)</p>	<p>Reviewed annually. Exams policy adapted in line with SENDA and appropriate arrangements made in exams and controlled assessments for pupils with disabilities.</p>
	<p><b>Improving access to the physical environment</b></p>	<p>1. Request that local Highway Authority consider local improvements to highway safety around senior school.</p>	<p>Improved access on approach to school sites</p>	<p>Regular liaison with Council about road safety improvements in vicinity of School sites. At both school sites, facilities have been constructed to enable school transport to pick-up and drop-off pupils within the school site and designated areas set aside for this purpose.</p> <p>At Senior School, we have secured, with NCC, the installation of a pick-up and drop-off location for large buses and coaches on an adjacent street (Burdon Terrace, adjacent to the Jesmond United Reformed Church) where there is level access to the school without crossing other roads.</p>
		<p>2. Secure access to senior school sports field via neighbouring residential development rather than the public highway</p>	<p>Shorter, safer, more-direct access for pupils to school sports field.</p>	<p>We remain in dialogue with neighbouring property owner/manager about access for our pupils to the school sports field through their site. Owners are currently resisting.</p>

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		3. Provide a minimum of one accessible parking bay in each on-site parking area as close as possible to the most accessible entrance designed, marked and signed in accordance BS8300:2001	Disabled parking available and accessible	A designated parking bay for disabled visitors has been installed at both Senior School (2016) and Junior School (2013).
		4. Provide lift access to all floors at both Senior school and Junior school sites	All floors accessible to pupils with limited mobility or using mobility aids	Complete. Juniors 2013 Seniors 2016 as part of refurbishment and new build.
		5. Provide evacuation refuges on all upper floors serviced by lift access (omitted in building design/specification)	Safe use of upper floor spaces by disabled pupils	Complete 2016 as part of refurbishment and new build
		6. Provide deaf alerter system linked to fire alarm system (omitted in building design/specification)	Safe use of Senior School full height toilet cubicles by people with hearing disabilities	System installed 2019 and available from reception.  Fire alarm sounders in accessible toilets have integrated flashing beacons.
		7. Improve access to refurbished Senior School building for mobility aid users	Ability to access all Senior School buildings unaided	Powered entrance door installed at level access entry to DCC building 2017. System updated (automated function with remote if required) in 2019 to improve accessibility.

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		8. Improve access to Senior School site for disabled drivers	Ability to drive into gate controlled car park to access disabled parking space	Signage installed to advise disabled drivers to call reception to request car park gate to be opened.
	<b>Improving the delivery of written information to disabled pupils</b>	1. Investigate the possibility of producing written curriculum materials in alternative formats (Braille, large print, audio) through services available both within the GDST and externally	If needed, the School can provide written information in alternative formats	Available if required
		2. Consider making available new school prospectus and related documentation in alternative formats (Braille, audio, enlarged font)	If needed the School will provide documentation in alternative formats	Available if required
<b>Medium Term</b>	<b>Improving access to the physical environment</b>	1. Consider a loop system in Hall	Staff able to more fully meet the requirements of all pupils' needs with regards to accessing the curriculum	Loop system installed in Senior School Hall and Reception area (2016). Soundfield system installed in all Senior School classrooms which allows teacher voice to be amplified to assist pupils with minor hearing impairments. (2016)
		2. Review provision of handrails on all steps around site – external and internal	Easier access	Accessibility audit of new Junior and Senior School facilities completed in Feb 2014 and Jan 2017 respectively; Action plans completed.

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		3. Ease and adjust external doors to achieve a maximum opening force of 30 Newtons	Easier access through doors	Completed at both sites 2016
		4. Ensure routine internal decorations and repairs take account of needs of disabled pupils (e.g. contrasting colours of doors and frames and handrails). Recommendations of project rainbow should be followed when choosing colours and advice taken from LEA sensory support service	Improve contrast between fittings and walls by colour and tone	Incorporated in design access statements for both Junior School and Senior School and maintained through cyclical re-decoration programme.
		5. Design and install a new directional signage system around school	Facilitates access around site, internal and external	Signage at both sites installed. JS signage reviewed in 2014 accessibility audit. SS adaptations negotiated with architects' team and implemented 2016.
		6. Consider changing door handles to ones more suitable for use by a disabled person (see BS 8300 6.5)	Easier access through doors	Completed – see design access statements for both sites.

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		7. Provide table service in dining room to disabled pupils and visitors if required. Ensure that servery staff are trained in disability awareness	Ease of access to dining facilities	Ongoing as and when required.
		8. Introduce accessible workstations in Science and Home Economics	Ease of access for practical work	Completed in 2016
	<b>Improving the delivery of written information for disabled pupils</b>	1. Advice and training for staff on the use of technology to assist people with disabilities (e.g. PowerPoint, visuals, etc.)	More use of visual presentation materials and new software (e.g. video based learning)	100% of teaching spaces now have either an interactive white board or an interactive panel, both with speakers.
	<b>Making the school accessible for those with mental health conditions</b>	1. Pastoral Hub spaces created at both Junior and Senior sites, incorporating a calm zone that students can use in case of anxiety attack/stress.	Reduced anxiety and a 'safe space'	Junior School Calm Zone is supervised when pupils are using it. Senior School Calm Zone is incorporated within the pastoral hub in a supervised space, close to school Nurse and Heads of Year.
		2. Counsellor access for those who require additional support.	Talking therapies available for those who require them	School Counselling service established in 2014 and extended over time to cover an increased proportion of the school week during term time.
		3. Full time nurse on site to assist and support Counsellor	Increased capacity to support students experiencing mental health trauma	In place

Time frame	Targets	Action	Outcome	Progress
		4. Mental Health Lead training for School Nurse and DSL	Increased capacity and expertise to support students experiencing mental health trauma	Completed
Long Term	Improve accessibility of school transport services	1. Work with transport providers to improve accessibility of school transport services	Support sustainable transport options for disabled pupils	Working with outsourced transport provider to adopt PSVAR regulations as far as practically possible, once they come fully into force.

Reviewed October 2022  
Next Review Date September 2023