



**NORTHAMPTON**  
HIGH SCHOOL

**GDST**  
GIRLS' DAY SCHOOL TRUST

## **NORTHAMPTON HIGH SCHOOL**

### **ACCESSIBILITY PLAN 2024-2027**

#### **ETHOS AND AIMS**

Northampton High School ('the 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 which 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 School's Accessibility Plan contains relevant actions to ISI Regulatory Standard 2 Description Schedule 10 3. (2):

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment 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, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## **HOW THE PLAN IS CONSTRUCTED**

The School SLT is responsible for reviewing the Accessibility Policy. Terms of reference with regard to the accessibility policy are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's SLT has been central to the drawing up of the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extracurricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

## **HOW THE PLAN IS REVIEWED AND MONITORED**

The School's SLT reviews the accessibility plan annually. The School Accessibility Committee meets at least twice annually and feedback any concerns or recommendations to SLT. The School H&S Committee puts 'accessibility' as a standing agenda item and any issues with physical access can be raised at this termly meeting. The Premises Manager is responsible for the Access Audit and management of any actions arising from the Access Audit.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy. The School last undertook a full access audit review in February 2014 and this will be taken into account when any building modifications are planned. The Premises Manager monitors progress against the Access Audit.

<b>Improving access to the physical environment (DFO/Premises Manager)</b>				
<b>Targets</b>	<b>Action and Resource Required</b>	<b>Timescales</b>	<b>People</b>	<b>Evidence of Implementation</b>
Dining space for those who struggle with sensory overload at lunchtimes	NBE to review with RKN which students need alternative dining space and how this can be accommodated/supervised	Ongoing 2024 -25	NBE/RKN	Still in progress
Ensure that Senior and Junior School Entrances are DDA compliant	replacement of doors and access systems	3 years – subject to funding	Faye Abel discussing with Legal department	Still in Progress
Upgrade and refurbishment of Senior Hall	Improvement to access doors both to the hall and to the building entrance	5 yr - subject to funding	GDST project (dependent on funding)	Physical evidence in all cases - still ongoing
Provide lift to first floor of Sports Centre	Subject to requirements for this	10 yr - subject to funding	School Enterprises project	Subject to requirements
Provide additional disabled car parking bays near to the Senior Hall	Requires significant landscaping	5 yr - subject to funding	School project	Consultants have now been sent the report to assess if they can reassess the parking element of the original audit.

**Improving access to the curriculum (DHA/LEC/DHoJS)**

Targets	Action and Resource Required	Timescales	People	Evidence of Implementation
Further development of online working on Google platform	Training for cloud-based resources such as google classroom etc. Annually via CPD programme	Ongoing	SCT, AH, DHA,	Mote software purchased to improve feedback
Invest in software to support online working	Kami as a way of accessing paper resources via IT, use of Canva for maths/science	2024-26	PRI, DHA	Purchased Kami in March 2023. Training in place at INSET for Canva
Investigation of increasing assistive tech etc. alternative electronic readers (e.g. pens) in exams to avoid the need for human readers; ensure enough headphones available for SEND accessibility needs	Human readers are considered to be inappropriate in all but the most severe cases to avoid dependency. Parental responsibility to purchase pens unless exceptional circumstances	2023-26	LEC/DHA	Various reader pens undergoing testing. New headphones in place Jan 2024
Provide information for parents about neurodiversity; inclusion of a pupil working group on this area to support + improve training for teachers	Improved understanding of neurodiverse pupils by teachers/parents etc. leading to better outcomes	2023-26	LEC	Training programme includes external speakers on autism and dyslexia
Develop spaces for exam provision for SEND and access arrangements regarding tech	Sixth Form study area to be adapted to ensure assistive tech is in place	2024-25	LEC/AHU	Planning now in place, changes to be built into maintenance schedule
Develop training to ensure all teachers are able to identify and teach pupils with	Teacher induction and CPDL sessions, provided throughout the year provide	Ongoing	SCT, AH, DHA, HoJS	Evidence that achievement of different groups is

<p>SEND or learning difficulties as well as other learning needs in all classes (for example, low, middle and high achievers or those with particular talents in certain areas) in the manner most appropriate to fully access the curriculum. Changing landscape with more needs and abilities coming into school.</p> <p>Improve co curricular provision to include more student run groups</p> <p>Review approach to mental health awareness to ensure teachers have awareness of individuals with specific issues and know how best to support them</p>	<p>teachers with ideas for developing practice within the classroom. Class teachers taking responsibility and feeling supported in terms of skills development and empowerment</p> <p>Cross phase clubs enable better transition experiences for junior school students</p> <p>Liaison with Wellbeing team for information and support</p>	<p>2024-26</p> <p>2024-26</p> <p>2024-26</p>	<p>DHA/HoJS</p> <p>DHP/DHA</p>	<p>excellent as seen in EQ processes and via school SEF</p> <p>Co curricular programme rich and varied and more formal tracking of pupils is being implemented</p> <p>Development of Reach programme to incorporate wellbeing agenda</p>
<p>Review categories for SEND support and for all pupils will specific learning requirements in light of best practice and with regard to baseline data</p>	<p>Enhance individual pupil information records to include year by year updates of relevant data.</p> <p>Develop banks of resources within faculties to support different learning needs and to help teachers to provide the best approaches based on evidence of success</p>	<p>3-5 year project to enable data to be gathered</p> <p>Over 3 years and onwards once in place</p>	<p>DHA/LEC</p> <p>HOFs/JS</p>	<p>Individual pupil records in place and updated annually – reviewed by DHA/HM</p> <p>Varied and relevant resources in each part of the School available</p>

<b>Improving access to information (DMA/Registrar)</b>				
<b>Targets</b>	<b>Action and Resource Required</b>	<b>Timescales</b>	<b>People</b>	<b>Evidence of Implementation</b>
Pre-assessment: to be able to accommodate needs, enabling access to assessment	Liaison with family and colleagues to deliver in a way to support student's needs	Usual practice, ongoing	AWL	Effective assessment/admissions process ensuring students are onboarded successfully
Pre-admission. Latest school report/reference reports from current school/diagnosis reports to be shared for optimal transition	Save reference all reports for new starters to the Admissions folder (access granted to colleagues) or upload to SIMS	For Sept 2023 Ongoing review	AWL	In place - Effective assessment/admissions process ensuring students are onboarded successfully
On acceptance of offer of a place: Plan for seamless admission, robust communication and accommodation of pupil's needs	Liaison with Academic and Support colleagues prior to assessment and then pre-admission	Ongoing	AWL	Effective assessment/admissions process ensuring students are onboarded successfully
Social media and digital channels	Refine plan to ensure all comments/ feedback are received and acted upon in a timely manner	Ongoing	AWL	Operational plan in place - monitored 7 days/week. Effective mechanism to collect any incoming activity, safeguarding reputation and delivering high levels of customer service. Recorded on social platforms.
Digital platform assessments - accessibility on hardware	Use of JS Chromebooks for assessments - hardware will allow access to online assessment platform	From Sept 2023; then ongoing	AWL	In place - Successful testing of devices ahead of assessment days;

				successful access on assessment days and positive CX.
EDI staff and governor training on protected characteristics and how to navigate these/support students in the classroom and within wider school context	Regular training for staff to support students in school e.g. neurodiversity and how to support students in the classroom, etc.	2022/23 training delivered; review training need for 2025	AWL/RKN	Training opportunities identified to staff and successful completion of sessions; confidence for staff and successful implementation of support for students (staff voice/student voice)
Information sharing with parents (of current and prospective pupils) to support Equality, Diversity and Inclusion (EDI) golden strand	Inclusion in EDI (Undivided) programme, sharing latest trends/discussion with parents to support community acceptance and understanding	In place for 2022/23; inclusion in plans ongoing	AWL	Record of events/parent meetings to support EDI issues and parent voice feedback
Review access to official documents to ensure these are available to those with disabilities, e.g. font size and layout	Proactively review documentation prior to production. Documentation should be digital where possible as this permits recipients to use tools locally to access content  React to any queries or request as necessary	Current practice  None received to date; open to receipt	AWL	Information is freely available and accessible; digital information allows for flexible access; positive CX

Policy Reviewed: June 2024

Policy Reviewed by: Henry Rickman, Deputy Head - Academic

Next Review due: Jan 2025