



LOUGHBOROUGH ENDOWED SCHOOLS

Loughborough Grammar School – Accessibility Plan 2015-2018

The SEND policy outlines the provision that the School has in place to support pupils with special educational needs and disabilities (SEND). Increased access to the curriculum, physical access to the School, and access to information are particular to students with SEND and this accessibility plan provides an outline of how the School will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. All schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum;
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school; and
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the School's SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

The school curriculum is regularly reviewed by the Headmaster together with the HoLS, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the School.

Annex A - Improving curriculum access at Loughborough Grammar School

Target	Strategy	Outcome	Timeframe	achievement
Training for teachers on specific difficulties in school	Undertake an audit of staff training requirements, cross referenced with pupils individual needs	HoLS to advise/deliver training as and when required	2015-18	Staff to attend appropriate CPD courses as identified by audit, as and when required
HoLS/ HoDs to ensure that Quality First Teaching responds to the individual needs of pupils (Learning objectives, teaching styles, access)	Accessibility Audit by HoDs HoLS to attend Teaching Development Committee meetings	Audit to be completed by HoDs for SEND/ LDD pupils in department Teaching and Learning targets to Include specific info on SEND/ LDD pupils	By end of summer 2015 Meetings held 1/2 per term	Completed June 2015. Action Plan drawn up and being worked through. Minutes of meetings
Deputy Head Academic/Network Services/IT department to review IT technology available for all pupils	Deputy Head Academic/ Network Services/ IT to liaise with HoLS about new initiatives, hardware, software, being considered with reference to SEND/LDD pupils	HoLS to meet with Deputy Head Academic regularly HoLS to liaise regularly with Network Services Dept.	2015 - 2018	On-going – as is necessary.
Target	Strategy	Outcome	Timeframe	Achievement

Appropriate print and LSA support available for SEND pupils to ensure full access to curriculum where reasonable	HoLS attend training on Visually impaired pupils at KS3-5 including access to GCSE/A level curriculum HoLS to attend level 1,2 and 3 Asperger training	Procedures put in place to support VI Pupil including I pad, LSA support in science practicals, magnifiers, access arrangements in external exams. Modified worksheets as needed. Extra time to complete timed work AET training	2015-2018	On-going- as and when required
To support the aim that disabled pupils will be positively encouraged to participate in extra-curricular activities.	Full discussions will always take place between the parents of SEND pupils and the staff responsible for specific activities to determine the limitations, the impact upon risk assessments and the provision of additional assistance. SLT to consider improving policy documents on extra-curricular activities to ensure all activities are as open as possible to SEND pupils in school	SEND students who want to will be able, where reasonable to take an active part in extra-curricular activities. Documentation has been introduced on extra-curricular activities so that activities and visits are open as far as possible to disabled pupils.	2015-2018	As necessary and ongoing

Annex A- Improving available information at Loughborough Grammar School

An information audit was carried out in 2013.

Target	Strategy	Outcome	Timeframe	Achieved
Systems in place to ensure that all disabled applicants have equal opportunities in the entrance exam	Deputy Heads Pastoral/ Academic meet with HoLS to ensure needs are met prior to entrance exam	All pupils sitting the exam have needs met on the entrance exam day	2015-2018	On-going
Variety of formats available for standard information such as Braille, large print, audio to be considered	Discussion with Deputy Head/ HOLs and Registrar to analyse whether this is something that we should be able to do.	Decision reached on what formats will be reasonably available for parents to access	2015-2018	On-going
All information to be distributed using a standardised font and size.	To clarify which fonts are recommended using advice from BDA	All standard letters and information use one of the following at point 12 Ariel, Comic Sans, Verdana, Tahoma, Century Gothic, Trebuchet.	2015-2018	On-going
Parents/ guardians invited to inform the school of a pupil's disability or Special Educational Need which may affect the pupil's ability to take full advantage of the education provided at the school.	Parents/guardians will be asked to supply this information when registering for the admissions process so that in the case of a pupil with particular needs the school can assess those needs and consult with the parents about the reasonable adjustments that can be made, both to cater for the pupil during the admissions process and if an offer of a place is made.	Systems have been put in place to ensure that, this information is passed onto the school from the parents. The school has limited facilities for the disabled but using this process will do all it can to do what can be reasonably required and comply with all legal and moral responsibilities in line with the Equality Act	2015-2018	On-going
Target	Strategy	Outcome	Timeframe	Achieved

Information is to be sought from feeder schools, following a pupil's acceptance at LGS, on the pupil's specific needs/ history to ensure a smooth transition.	A transition form to be created by the HoLS, which can be sent to the pupil's previous school along similar lines to the state sector	Detailed data is collated for transition from previous schools to ensure a pupil's needs can be met from outset	2015-2018	Form completed in May 2014 and in use for all admissions thereafter.
Parents/guardians to feel able to inform the school of any disability which may impact on them accessing information about the school or their son.	Preferred method of communication of information sought. HoLS, Registrar, SLT to discuss.	Parents/guardians needs to access information about the school or their son are met as and when required. Eg parents evenings, prize giving reports. The school has limited facilities for the disabled but using this process will do all it can to do what can be reasonably required and comply with all legal and moral responsibilities in line with the Equality Act	2015-2018	As required

Annex A- Physical Access to the School Buildings

Building/ Aspect	Comments	Action Required	Timescale
School Shop	<ul style="list-style-type: none"> • One story building consisting of reception area, changing cubicles, kitchenette and storage areas. Includes an adjoining container for stock. • Ramped access available. • Rear fire exit has one step. • All facilities accessible on one level. • Accessible toilet is provided. • Décor and lighting is good 	<ul style="list-style-type: none"> • No additional action considered necessary. 	-
PA 2 nd Hand Shop	<ul style="list-style-type: none"> • One story shed-like building. • Access poor (2 large steps and no handrail) • Nature of the building does not lend itself to easy, or to reasonable adjustments. 	<ul style="list-style-type: none"> • Short-term, access for ambulant disabled is difficult. • Long –term, possible incorporation into main School Shop? 	2018
Sports Hall	<ul style="list-style-type: none"> • Large one story building consisting of main hall, squash court (separate entrance), changing rooms, storage area, weights gymnasium, office area, foyer and caretakers office. • Main access is ‘awkward’ with a step, two single doors, a matted entrance and various changes in floor level to manipulate, prior to entering the building. Access near impossible for wheelchair user and very difficult for ambulant disabled. 	<p>Access to and usage of the facilities is nigh impossible for a wheelchair user. Improvements required to permit this would include;</p> <ul style="list-style-type: none"> • Dropped curb required to approach path. • Alter entrance step to form ramp. • Change door types on main entrance. 	2016-17

Sports Hall cont'd	<ul style="list-style-type: none"> • Squash court has stepped access. • All egress points are stepped. 	<ul style="list-style-type: none"> • Provide ramps to primary fire escapes • Accessible toilet provision should be considered in long-term. 	2016-17 2018
Swimming Pool	<ul style="list-style-type: none"> • Single story building consisting of three changing areas, main pool hall, foyer and storage area. • Access via foyer is flat, but no access to changing facilities for a wheelchair user from the poolside. • Rear access has five steps and is reasonably good for ambulant disabled but poor beyond this level of disability. • Décor and lighting is adequate. • Nearest accessible toilet is in the Art block. 	<ul style="list-style-type: none"> • Age and type of building and infrequency of use by more severely disabled would make significant adjustments difficult, extensive and costly. 	-
Burton Hall	<ul style="list-style-type: none"> • Single story large hall, linked to the Hodson Hall extension and with the main kitchens at the rear. Used for dining by the Grammar school and for both internal and external events/functions (Fully licensed building) • All areas easily accessible from Burton Hall Link (flat, level access) or from rear of Hodson Hall Extension (ramped access). • Egress is level from exits adjacent to The Walks only. • Accessible toilet is available • Disabled access to kitchens is not an issue. • Décor and lighting is good 	-	-

Building/ Aspect	Comments	Action Required	Timescale
Hodson Hall	<ul style="list-style-type: none"> • Single story building. Main assembly hall for the Grammar School, with two side balconies, a stage and an adjoining extension from the Halls' floor level. Examinations office located towards rear of the building. • A foyer entrance contains the toilets and entrance to staff common room. Used for both internal and external events/functions (Fully licensed building) • Main Hall floor area easily accessible to all users from Burton Hall or from rear of Hodson Hall Extension (see Burton Hall) • Wheelchair access to the raised balconies and stage (currently only accessible to ambulant disabled) is by way of a removable ramp put over the main entrance steps. which, in the light of the level of use, should be made a permanent installation. • Accessible toilet is available in the Link and in the Ladies toilet area of the main foyer. • Décor and lighting is good 	<ul style="list-style-type: none"> • More permanent wheelchair access required at the main entrance to the Hall. • Internal lobby single swing doors should be exchanged for double doors to facilitate both easy access and means of escape 	Major refurbishment planned dates unknown.
Buckland House	<ul style="list-style-type: none"> • Three story, former residence converted into offices for School reception, Deputy Head's office, Ass Heads Office and waiting room on ground floor, Headmasters office, Heads PA office, Registrar's office and Admin 		

Buckland House cont'd	<p>support on second floor and further offices on third floor.</p> <ul style="list-style-type: none"> • Service provision at reception. • Ambulant access is generally acceptable. • Poor access to first floor – listed status is likely to prevent a lift installation regardless of excessive cost due to practical constraints. • Listed status is likely to prevent a ramp installation to the front elevation. • Ramp access to rear allows wheelchair access to rear of reception, however door threshold is not level and ramp does not have edge protection • Accessible toilet is provided. • Décor and lighting is good 	<ul style="list-style-type: none"> • Provide grab handles to front door to assist the ambulant disabled. • Alternative arrangements would have to be made in order for disabled visitors to meet with first floor occupants. 	<p>2016-17</p> <p>Ongoing as required</p>
Scout Hut	<ul style="list-style-type: none"> • Single story wooden building consisting of one main room, with storage rooms, kitchenette and toilet facilities located around the hall. • Access to all areas is good for all users. • Décor and lighting is good 	-	-
Queens (English & Drama)	<ul style="list-style-type: none"> • Two story building, classrooms on both floors plus Drama studio on ground floor and staff room on first floor (Building licensed for public performances). • Generally good access provision. All areas of ground floor accessible with wide doorways and ambulant stair to first floor. • Facilities on first floor replicated on ground floor. 	<ul style="list-style-type: none"> • Provide ramps to primary escape doors from classrooms 	2016-17

Queens cont'd	<ul style="list-style-type: none"> • Accessible toilet is provided. • Décor and lighting is good 		
Quorn Pavilion	<ul style="list-style-type: none"> • Two story building consisting of separate large changing areas, foyer and first floor hospitality area (Fully licensed building). • Four entry points, main entrance is stepped but ramped access to the far end of the building from the car park. • Ground floor facilities fully accessible, but hospitality areas on first floor only accessible via stairs. • Accessible toilet is provided • Décor and lighting is good 		
Art Block	<ul style="list-style-type: none"> • Two story building with one large studio and two classrooms on the ground floor and an open-plan studio with two small offices on the first floor. • Ground floor areas are fully accessible with no unique facilities on upper floors. • Rear egress is stepped and not available to wheelchair users as a secondary exit. • Accessible toilet is provided • Décor and lighting is good 	-	-
CDT	<ul style="list-style-type: none"> • Single story building with foyer area, two classrooms and three large workshop areas containing various pieces of fixed electrical equipment. • Mat recess provides slight challenge at the main entrance for wheelchair users. 	<ul style="list-style-type: none"> • The nature of the educational provision in this area means that individual disability cases would have to be looked at very carefully, from a health & safety perspective, before implementing any reasonable adjustments, such as 	Ongoing and as required

CDT cont'd	<ul style="list-style-type: none"> • Generally good internal access, although the door to the theory room is too narrow for wheelchair access. 	<p>modifying the ramp to the theory room to allow wheelchair access through external double doors?</p>	
N Block	<ul style="list-style-type: none"> • Two story classroom building adjoined to the Hodson Hall. Three classrooms on each floor. • One step into main entrance, but ground floor rooms wheelchair accessible through room N3. • Access internally around ground floor is acceptable. • No wheelchair access to first floor and stairs may prove a little steep for some ambulant disabled although classroom space is replicated on ground floor. • Décor and lighting is good. • Nearest accessible toilet is in the Link. 	<ul style="list-style-type: none"> • Yellow hatch tarmac area outside external door to N3. 	2016
Physics	<ul style="list-style-type: none"> • Newly refurbished (2012) two story building, with eight classrooms and two central prep areas, plus offices. • Built to latest building regulations and in compliance with all latest accessibility legislation. Fully accessible 	-	-

Building/ Aspect	Comments	Action Required	Timescale
Denton	<ul style="list-style-type: none"> Specialist nature of boarding provision and the nature of the building make it more appropriate to assess, and respond to, individual disability needs as and when they arise. 	-	As required
Pullinger	<ul style="list-style-type: none"> Two story building comprising of 11 classrooms, two offices and a storeroom. Building refurbishment completed April 2013. Identical provision exists on both floor levels. Access internally around ground floor is acceptable Main entrances and exits are fully accessible. Décor and lighting is good. Nearest accessible toilet is in the Chemistry Building 	-	-
Red House	<ul style="list-style-type: none"> Three story former domestic residence, converted into various classrooms and offices. Also contains reprographics (gf), careers department (3rd floor) and a staff flat. Three separate entrances, two with steps and one flat, although internal steps limit accessibility to certain areas of the building. Décor and lighting is good Nearest accessible toilet is in the Chemistry building. 	<ul style="list-style-type: none"> For access to careers department, alternative locations and changes in work arrangements would have to be looked into. The majority of facilities are accessible elsewhere in the school. External (two separate stepped entrances) and internal configuration, particularly changing floor levels, make improvement for wheelchair access impractical 	As required

Building/ Aspect	Comments	Action Required	Timescale
Tuck Shop/ Meeting Room	<ul style="list-style-type: none"> • Old stable house conversion, with tuck shop on the ground floor and the meeting room above. • Relatively flat approach acceptable for access, but meeting room only accessible via spiral staircase. • Décor and lighting is good 	<ul style="list-style-type: none"> • Further meeting rooms are available on the campus, so access not considered being a concern. • A low level counter in the tuck shop would be advantageous. 	2017
Friesland	<ul style="list-style-type: none"> • Two story former domestic residence. Current, general use is office, meeting space and the location of the SEN Coordinator which could be replicated elsewhere if disability access became an issue. • Nearest accessible toilet is in the Chemistry building • Décor and lighting is good 	<ul style="list-style-type: none"> • Type, age and residential design of this building means that ambulant access is possible to all facilities , although first floor access problematical 	-
Library & 'L' Block	<ul style="list-style-type: none"> • Victorian building containing the main school library, offices and classrooms (predominantly IT).Majority of the building is on one floor, but does have a first floor classroom at one end. • A number of different entrances permit access to various parts of the building. Some are stepped, some are flat. • Mezzanine area of Library is difficult to access someone with a significant disability. • No unique facilities are inaccessible once 	<ul style="list-style-type: none"> • Ramping required to both main entrances to provide wheelchair access, although access for ambulant disabled is acceptable (although 'bags' can be an obstacle to all who enter the library) • Changes to work practices should be put in place, when necessary, whereby people unable to access the upper floor have books carried for them. 	2016-17

L Block cont'd	<p>inside the computing suite and there is no need to make adjustments for the change in internal floor levels.</p> <ul style="list-style-type: none"> • Nearest accessible toilet is in the Queens building • Décor and lighting is good 		As required
Cricket Pavilion	<ul style="list-style-type: none"> • An old two story structure consisting of two ground floor changing rooms, with adjoining showers and toilets and a first floor office area. 	<ul style="list-style-type: none"> • Consider the availability of accessible facilities to spectators. <p>Nearest available accessible toilet is in the Hodson Hall link.</p>	Ongoing
Tower Building	<ul style="list-style-type: none"> • Victorian building consisting of three separate sections with the chapel and two classrooms to the north, a three story tower in the middle (classrooms on first and second floors) and sixth form Centre on the southern side (A licensed area). • Access is poor, with steps located at all access points. • In the tower part, first floor access and above is via a stone spiral staircase, difficult for ambulant disabled and very difficult to improve. • The 'Orangery' is used as the main school entrance for special events and is not suitable for wheelchair access. • Semi-accessible toilet available in the sixth form centre, otherwise nearest accessible toilet is in the Queens building. • Decor and lighting is good. 	<ul style="list-style-type: none"> • Ramped access from the asphalt play area is provided to the Sixth Form Centre , but there is no internal ramp to overcome split floor levels. <ul style="list-style-type: none"> • A temporary ramp, or alternative arrangements for wheelchair users, have to be made for entrance via the Orangery • Make the toilet fully accessible. 	2016-17

Building/ Aspect	Comments	Action Required	Timescale
School House	<ul style="list-style-type: none"> • Specialist nature of boarding provision and the nature of the building make it more appropriate to assess and respond to individual needs as and when they arise. • Access to sick bay for day boys is via a step • Reading room – a single classroom, has relatively level access , but the door is particularly heavy 	<p>Future consideration should be given to accessibility during any changes made in boarding provision or associated services/facilities.</p> <ul style="list-style-type: none"> • Provide ramp access to sick bay, to enable wheelchair users to gain easy access. 	<p>As and when required</p> <p>2016</p>
Barrow Block	<ul style="list-style-type: none"> • Two story building with three classrooms on the ground floor, two classrooms and an office on the first floor. • No unique features on upper floors although ambulant stair access exists • Already incorporates wide doorways. • First floor exit available via Cope building. • Nearest accessible toilet is next door in Queens building • Décor and lighting is good 	-	-
Cope	<ul style="list-style-type: none"> • Two story building with four classrooms on each floor. • No need to access first floor – identical provision exists at ground floor level. • Flat level access, double doors into foyer area and then double doors into the main ground floor area. 	<ul style="list-style-type: none"> • Provide ramp to primary escape routes from ground floor classrooms as required. 	2016-17

Cope cont'd	<ul style="list-style-type: none"> • First floor exit via stairs • Nearest accessible toilet is in the Queens building • Décor and lighting is good 		
'X' & 'Y' block	<ul style="list-style-type: none"> • Single story building consisting of three classrooms, with ramped access to the two entrances. • Access to all areas is good • Nearest accessible toilet is in the adjacent Scout Hut • Décor and lighting is good 	<ul style="list-style-type: none"> • Provide ramped egress from 'x' block classroom - 	2016-17
Murray	<ul style="list-style-type: none"> • Newly refurbished (2011) two story building, with eight classrooms and two central prep areas, plus offices. • Built to latest building regulations and in compliance with all latest accessibility legislation. Fully accessible 	-	-
Norman Walter (Chemistry)	<ul style="list-style-type: none"> • Relatively new (2008) two story building, with six classrooms, offices and two central prep rooms. • Excellent access to building via two entrances, both with accessible toilet provision in the foyer areas and a lift to the first floor. • Facilities all fully accessible 	-	-