Carshalton High School for Girls

Accessibility Plan

Reviewed and Agreed by Carshalton Local Governing Body:	Summer 2026
Next Review:	Summer 2029

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

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1. Statement of intent

This plan outlines how Carshalton High School for Girls aims to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which students with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other students, to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student. In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of the strategy.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of students
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to consider the changing needs of the school and its students, and where the school has undergone a refurbishment.

2. Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.

- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. Physical Environment

A large percentage of the school is accessible to students with disabilities through continuing upgrade initiatives.

Access to each area is highlighted below:

Block	
A	Full Access
B	No Access for wheelchairs
C	Full Access Disabled toilet
D	Ground Floor only for students in wheelchairs
E	Full Access to teaching spaces Disabled toilet No wheelchair access to the stage area.
F	Full Access Disabled toilet Lowered/accessible work spaces available
G	Full Access
J	Full Access Lift for wheelchairs to the first floor Stair lift for access to Sports Hall Evac chair Disabled toilets on each floor
S	Full Access Lift for wheelchairs to the first floor Evac chair Disabled toilets

4. Access – Physical Environment

4.1 Students

Short-term issues

If a student is temporarily unable to access an area where her class is being taught, consideration will be given as to whether she be accommodated in another area i.e. the Library/Careers Centre under the supervision of staff. The Learning Support Department accommodation may also be used.

Availability of Teams links allow direct engagement with all lessons.

Medium-term issues

If the disability of the child is likely to be over an extended period of time, the Head of Year will work with the Principal First Aider and the SENDCo to decide a long term plan. This may include classes being timetabled to areas with suitable access.

Long-term issues

If there is a student who will require longer term access, for example with a permanent disability, a full review will be undertaken with the SENDCo, parents of the child and if appropriate the local authority, to decide whether the school is able to meet the needs of the child with regard to access. If determined that the needs can be met necessary adjustments will be made.

4.2 Staff

If any member of staff should be employed with a physical disability then consideration would be given to where their teaching room would be in light of the access arrangements outlined in the table above.

When any issue arises with regard to disability, consideration must be given to how a student or member of staff will evacuate should there be a need for all personnel to evacuate the site such as in the case

of a fire alarm. The Personal Emergency Evacuation Plan (PEEP) (shown as Appendix A) will be completed by the Head of Year and Principal First Aider in the case of a student and the line manager for a member of staff.

5. Curriculum

The school aims to provide a balanced curriculum providing equality of opportunity while meeting the needs of the individual.

The aim is that no student will be denied access to the curriculum due to their special educational need or disability. The school operates curriculum pathways, which allow students to follow the curriculum that will best meets their needs and maximise their achievement.

5.1 Adjustments to the curriculum

On admission, including using prior data, any student needing intervention to support their learning needs e.g:

- withdrawal from MFL in Year 7 to receive support for English as an Additional Language, literacy or speech or language
- Maths and English catch up intervention for students not deemed to be secondary ready on transfer

GCSE options choices: Students are supported and guided in their choices dependent on their level of need which will determine the subjects they are advised or guided to follow.

Sixth Form options choices: Pathways are determined by the GCSE results of students. Students are required to meet entry requirements for the subjects they wish to study.

In order to meet the needs of students with special needs adjustments are made in lessons, for example:

- Differentiated materials e.g booklets or resources
- Specialised materials e.g. use of laptop or software programs
- Use of teaching assistants to provide support

Students with identified special needs may also qualify for exam access arrangements such as additional time or a scribe. This is assessed and determined by the SENDCo/Deputy SENDCo in line with exam board regulations. Exam boards are notified by the Exams Officer.

6. Information

Information and support for students with SEND is shared with all staff, this includes

- SEND need recorded on SIMS and Class Charts
- Pupil Passports setting out the nature of needs and the required reasonable adjustments
- Exam Access Arrangements
- Personal Emergency Evacuation Plan (PEEP)

7. Accessibility Issues and Plan

Area	Issue	Action	Who & How	Timescale	Review
Curriculum	Limited assistive technology available for students with cognitive and physical difficulties to overcome barriers to learning. Over reliance on human readers to support students, for example in exams.	To review the number and spec of laptops available to students with cognitive and physical difficulties to increase access to engagement in lessons. To resource alternatives to human readers to be used in class-based assessments and activities and external examinations (in line with JCQ regulations).	SENDCo to produce proposal for Headteacher and CFO	Medium Term 3-5 years Short Term 1 - 2 years	
Curriculum	Trip planning may not always include adequate consideration of SEND students.	Trip policy reviewed and published. Activities are adjusted within reason to make them fully inclusive, when this does not compromise the educational purpose of the activity.	EVC with HODs and Trip Leaders	Short Term 1 - 2 years	
Information	Current booklets and other written material such as Powerpoints are not fully and uniformly accessible to those with literacy and sight difficulties.	To produce a school wide plan that supports the accessibility of written resources for SEND students, to include font size, font type and appropriate backgrounds / colours.	SENDCo to bring a proposal to SLT including a plan and timescales for review of booklets	Medium Term 3-5 years	
Physical environment	Access to some areas of the school limited by no lift facilities	Accessibility assessment on a CAPEX project due by August 2026. Review of recommendations and plan for improvements following assessment.	Head of Estates & Facilities: • Plan assessment • Review recommendations and priorities with Headteacher • Action plan changes	Short term – 6 months for the assessment Action on recommendations medium term – 3 – 5 years	