



Carshalton High School for Girls

Accessibility Plan

1. Statement of intent

1.1 This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Carshalton High School for Girls to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1.2 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.

1.3 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.

1.4 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 LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

1.5 The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

1.6 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

1.7 This plan is reviewed annually to take into account the changing needs of the schools and its students, and where the school has undergone a refurbishment.

2. Physical Environment

2.1 A larger percentage of the school is now accessible to students with disabilities than ever before, this has been the case since October 2016 with the new building coming on stream and the re-modelling of S block. 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. Loop for hearing aids. Disabled toilet. No wheelchair access to the stage area. Disabled Toilet

F	Full Access
G	Full Access
J	Full Access – Lift for wheelchairs to the first floor. Evac chair. Disabled toilets.
S	Full Access – Lift for wheelchairs to the first floor. Evac chair. Disabled toilets.

2.2 The site has developed over time and the areas with no access, that is, B and D are the oldest parts of the building. Lifts have been considered but the location of these is an issue and it would be cost-prohibitive to incorporate at this stage.

2.3 We have been informed that the government will be undertaking a further condition survey and this will provide further information, although the date has yet to be scheduled.

2.4 How the school overcomes the issues of the physical environment for students with disabilities

2.4.1 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 Learning Resources under the supervision of the LRC staff or a Teaching Assistant. C11, part of the Learning Support Department accommodation may be used.

2.4.2 Medium-term issues

If the disability of the child is likely to be over an extended period of time, the Year Leader will work with the Principal First Aider and the SENCO to decide a longer term plan. Where possible accommodation will be made and if necessary classes the student is in will be timetabled to areas with access. There is no specialist provision at the school that prevents access.

2.4.3 Long-term issues

If there is a student who will require longer term access, for example being admitted to the school for the long term, a full review will be undertaken with the SENCO, parents of the child and if appropriate the LA SEN department, to see 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.

2.5 Access for staff within the physical environment

2.5.1 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.

2.5.2 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 1) will be completed by the Year Leader and Principal First Aider in the case of a student and the line manager for a member of staff.

3. Curriculum

3.1 When determining the curriculum for all students the school aims to balance providing equality of opportunity with providing the right curriculum to meet the needs of the individual.

3.2 The aim is that no student will be denied access to the curriculum due to their Special Educational Need or disability. However, the school operates curriculum pathways which will mean students follow the curriculum that will best meet their needs and maximise their achievement.

3.3 *Adjustments to the curriculum*

1. On admission – using prior data any student needing intervention to support their learning needs e.g:
 - withdrawal from MFL in Year 7 to improve literacy or speech or language
 - Maths and English catch up intervention for students not deemed to be secondary ready on transfer
2. GCSE options choices: Students are placed in to pathways based on prior attainment which will determine whether they follow an EBACC curriculum. An alternative pathway will be on offer for those it is not felt appropriate for.
3. 6th Form options choices: Pathways are in place determined by the GCSE points score of students e.g. whether students follow 3 subjects or 4. Students are also required to meet entry requirements for the subjects they wish to study.

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

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

3.5 Students with identified special needs may also qualify for exam concessions such as additional time or a scribe. This is assessed and determined by the SENCO and examination boards are notified by the Exams Officer.

3.6 Student Support is located on the B corridor and whilst there is no direct access for any student with a physical disability, there are a range of pastoral staff located all across the site for students to see and talk to. Any request made by a student to the front office who cannot go to Student Support in person will be responded to by Student Support staff going to an assigned area to speak with the student.

4. Information

4.1 All information with regard to students with special needs is recorded on SIMS giving all staff access. Most information is read-only and access rights are given only to key people e.g.

- Designated Safeguarding staff for issues related to Child Protection
- SENCO for information regarding Special Educational Needs
- SLT, Year Leaders and SLT may also have access rights but as a rule only key identified staff can update or amend data

Current Accessibility Issues

	Issue	Action	How	Who	When
Environment	Limited access to B block	Continue to look at possible improvements as areas are re-modelled.	Premises Development Plan/CIF bids	Premises Manager/Business Manager/Premises Committee	Annually
Environment	Limited access to D block	Continue to look at possible improvements as areas are re-modelled.	Premises Development Plan/CIF bids	Premises Manager/Business Manager/Premises Committee	Annually
Environment	Disabled toilet in A block	Move the student toilet and make into a disabled toilet	Premises Development Plan/CIF bids	Premises Manager/Business Manager/Premises Committee	Annually



Personal Emergency Evacuation Plan

The purpose of this Personal Emergency Evacuation Plan (PEEP) is to enable the school to implement effective arrangements to ensure everyone can evacuate the building in an emergency, should one arise. This plan ensures that no one is discriminated against, or treated less favourably, in the event of an emergency.

This plan identifies:

- Any specific needs of the individual.
- Responsibilities of staff members.
- Specific evacuation routes, where applicable.
- Refuge areas and specific evacuation procedures.

This PEEP will be reviewed annually to ensure that the most up-to-date information is available. Further reviews will be undertaken when there is a change in the individual's health, a change of procedure, or an alteration made to the premises.

To be completed by Year Leader for students or Line Manager for staff **(May require consideration to develop more than one plan if more than one building is involved)**. It is also recommended that a Risk Assessment is completed (form attached). A copy of the PEEP and Risk Assessment should be forwarded to the Principal First Aider.

Name _____
(Student/Staff delete as appropriate)

Department/
Tutor Group _____

Building _____

Floor _____

Room Number _____

Awareness of Procedure

_____ is informed of a fire evacuation by:

Existing alarm system

Pager device

Visual alarm system

Other (please specify) _____

Designated Assistance:

(The following people have been designated to give me assistance to get out of the building in an emergency).

Name _____

Contact details _____

Name _____

Contact details _____

Name _____

Contact details _____

Methods of assistance (e.g. transfer procedures, methods of guidance.)

Equipment provided (including means of communication)

Personal evacuation procedure (a step-by-step account, from the first alarm sound)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Reviews (at least annually)

Line manager/Year Leader name: _____

Line manager/Year Leader Signature: _____

Date: _____

Individual's name: _____

Individual's signature: _____

Date: _____

Risk Assessment



Description of Activity / Person / Area / Equipment being assessed	
Section(s) / Team(s) covered	
Location(s) covered	
Date of Original Assessment	

When did staff/student, covered by this risk assessment, have the opportunity to comment on this risk assessment?		
Are staff/student covered by this risk assessment aware of the controls noted and understand them?	Yes	No
Copy of form sent to Trade Union Safety Representative	Yes	No

Has action been taken	YES / NO / ONGOING / NONE REQUIRED (Please circle)
Confirmed by Line Manager?	YES / NO
Lead Assessors name (print)	
Lead Assessor's signature	
Date:	

Has action been taken	YES / NO / ONGOING / NONE REQUIRED (Please circle)
Manager's name (print)	
Manager's signature	
Date:	

Review Dates

Future Review Date (depends on Action Plan findings)	Review Date - Actual	Were Changes Made?	Name of Lead Reviewer	Date Staff updated about change

Significant Hazards and Current Controls

No	Hazard/Hazardous Event (What can go wrong)	People at risk	What is currently being done to control the hazard/hazardous event	Risk Rating - High/Med/Low

Risk Rating : if High or Medium use Action Plan

High = current controls totally inadequate with serious consequences: death(s), serious injury, long-term ill health, or there is a very high frequency of the hazard/hazardous event occurring Immediate action required, may require task to be suspended until issue resolved

Medium = current controls still poor but consequences less serious: minor injury, short-term ill health with no lasting effects, Action required in specific timeframe, normally within 3/6 months, may be sooner dependent on how serious an issue it is

Low = current controls are adequate to minimise the risk so far as reasonably practicable, check still relevant at next review date

Action Plan for Improvement

No.	Hazard/Hazardous Event (What can go wrong)	Action required to reduce risk so far as is reasonably practicable	Residual Risk	By Whom	Target Date	Completion Date	Completed By

Risk Assessment Review: During review of this risk assessment, any new controls identified in the action plan that are now in place should be transferred to the “Significant hazards and current controls” page to reflect the improvements made.