



Carshalton High School for Girls

Excellence: everywhere, every day.

Accessibility Plan

Reviewed and Agreed by Carshalton Local Governing Body:

Jan 2021

Next Review:

Jan 2022

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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Accessibility Plan Policy

1.Statement of intent

1.1 This plan 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 and the wider school experience.
- 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 school and its students, and where the school has undergone a refurbishment.

Accessibility Plan Procedures

2. Curriculum

2.1 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.

2.2 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 meets their needs and maximise their achievement.

2.3 Improving the delivery of written and electronic information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about school and school events. The information is made available in various preferred formats with a reasonable timescale.

3. Information

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
- SENDCo for information regarding Special Educational Needs
- Head's of Year and SLT may also have access rights but as a rule only key identified staff can update or amend data

4. Review & Future Priorities

4.1 The intake of the school is reviewed each year for any accessibility restrictions of new pupils. Accessibility arrangements are made in accordance with any new requirement. Currently there are no pupils or staff requiring special mobility impairment accessibility arrangements to any part of the school.

4.2 All new building work is assessed for inclusion of future-proofed accessibility requirements and such needs are accommodated where practical within legacy buildings for refurbishment work.

4.3 Development training for staff will recognise, as required, the need to continue raising awareness on equality issues with reference to the Acts, and these will be considered as and when relevant school policies are reviewed.

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

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

5.2 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 SENDCo to decide a longer term plan. Where possible the student's needs will be accommodated and if necessary classes the student is in timetabled to areas with access. There is no specialist provision at the school that prevents access.

5.3 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 SENDCo, parents of the child and if appropriate the LA SEND 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.

6. Access for staff within the physical environment

6.1 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.

6.2 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.

7. Adjustments to the curriculum

7.1 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

7.2 GCSE options choices: Students are supported and guided in their choices dependent on their prior attainment which will determine the subjects they are advised or guided to follow. An alternative pathway will be on offer for those it is not felt appropriate for.

7.3 6th Form options choices: Pathways are in place determined by the GCSE points score of students. Students are also required to meet entry requirements for the subjects they wish to study.

7.4 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

7.5 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 SENDCo/Deputy SENDCo and examination boards are notified by the Exams Officer.

7.6 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.

8. Personal Emergency Evacuation Plan (Appendix A)

8.1 The purpose of a 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. The plan ensures that no one is discriminated against, or treated less favourably, in the event of an emergency.

The plan identifies:

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

8.2 Any 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.

9. The Accessibility Audit

9.1 The Governing Body will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to physical environment** – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

9.2 When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium-, and long-term actions to address specific gaps and improve access.

Appendix A

To be completed by Head of Year 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 or lockdown by:

Existing alarm system

PA system

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/Head of Year name: _____

Line manager/Head of Year 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.