



CHISLEHURST SCHOOL FOR GIRLS

Policy Document

Policy Name: *Accessibility Policy and Plan 2020-21*

Date of Last Review: June 2020

Date of Next Review: July 2021

Most Recent Updates: June 2020

(please note that addendum linked to COVID19 might be needed as and when necessary)

SLT Responsible: DF

Other Staff Contribution: M Binmore, A Hodgson

ACCESSIBILITY POLICY AND PLAN: 2020-21

Chislehurst School for Girls is committed to providing a fully accessible school environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Chislehurst School for Girls plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- a. Increase the extent to which disabled pupils can participate in the school curriculum
- b. Continue to develop the physical environment of the school to increase access to education for disabled pupils
- c. Continue to develop the delivery of information to pupils, staff, parents and visitors with disabilities.

The Accessibility Plan should be read in conjunction with the following key school policies, strategies and documents:

- Equal Opportunities and Diversity
- Health & Safety (Personal Emergency Evacuation Plans information for example)
- SEND policy and SEND information report
- Supporting students with medical conditions Policy and the Medical Alert Hand-Book.
- School Improvement Plan
- Teaching, Learning and Assessment policy

(and any addendum linked to COVID 19)

The Action Plan for physical accessibility relates to the visits undertaken regularly by the Governors Resources Committee. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Accessibility Plan

The following areas form the basis of the Accessibility Plan –

- a) Increasing the extent to which disabled pupils can participate in the school curriculum
- b) Improving the physical environment of the school to increase access to education for disabled pupils
- c) Improving the delivery of information to disabled pupils

The three action plans attached relates to each of these three key areas of accessibility. The plans will be reviewed and adjusted on an annual basis and the Governing Body will monitor the Accessibility Plan through the Finance & Premises Committee.

Review date: Summer 2021: To be led by DF/ AHO/M Binmore Premises Manager.

Accessibility Plan: 2020-21

a) Increasing extent to which disabled pupils can participate in the school Curriculum

	Targets	Strategies	Outcomes	Timeframe	Goals indicators
Short Term	Ensure awareness of disabled pupils needs at Open Days	Awareness of the Admissions Team to potential issue with access to school areas	If needed, tours for parents or children with mobility problems or High SEND Needs are arranged either on a separate day or with a special tour guide. Designated parking spaces	On-going	All parents and students are catered for.
Short and medium term	Ensure effective communication at point of transition for SEND students outside Bromley borough at transition points (KS2 to 3 or KS4 to 5)	To attend SEND transition events in Greenwich, Lewisham, Bexley etc...	100% SEND out of borough have been identified and experience a smooth transition	On-going	Same as outcomes

Medium Term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and High SEND needs who are admitted to the school	<p>Training of staff:</p> <ul style="list-style-type: none"> -Medical needs handbook awareness -Disability -Awareness development through special briefings -academic support for High SEND needs; liaising with TA where needed. 	Staff confidence in providing appropriate teaching and support for disabled pupils, using TA effectively to help the identified students	<p>-On-going at the start of each year</p> <ul style="list-style-type: none"> -whenever a new student joins -when a new disability emerges 	<ul style="list-style-type: none"> -Success of disabled pupils in examinations (all staff meet the needs of the pupils) -Progress of disabled students is in line with the progress made by the whole cohort
Medium Term	Maintain commitment to a well-trained and qualified Learning Support Team to support all pupils	<ul style="list-style-type: none"> -Maintain budgets and training of specialist staff -Specific CPD for the support team as and when it is needed 	-Staff have a team to consult led by AHO and CST to help deliver education to disabled pupils within the classroom setting	On-going	-Success of pupils: SEND students have a rate of progress comparable to other students in their cohort (see data drops)
On-going	Personalise the Curriculum for High SEND students as and when this is needed (done on an individual basis): breadth and/ or equipment needed	Meetings with parents to discuss: SEND lead and Curriculum Lead	The student will get the Curriculum that will benefit them	On-going	<ul style="list-style-type: none"> -well-being of that student -Outcomes for that student

b) Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcomes	Timeframe	Goals indicators
Short Term	To continue to increase access to all parts of the school buildings	<ul style="list-style-type: none"> -Current lift to be regularly maintained -To maintain the hazard flashes on all stairs to ensure that visually impaired students are able to access safely all the buildings. -Ramps/adjustments to be considered and provided if and when required - For Students with mobility issues who cannot access Classes in East (Maths)and North (Science and Music) on the first floor: we ensure that the lessons are taught/ re-roomed downstairs 	<ul style="list-style-type: none"> - Pupils with limited mobility or visual impairment are able to navigate around the school site safely - Adjustments are successful 	<p>On-going</p> <p>At the start of each new year or whenever a student joins with a different need to the ones already identified and catered for.</p> <p>On-going</p>	<ul style="list-style-type: none"> - 100% of the students are able to access all the areas of the school in which their curriculum is delivered

Short term and on-going	Maintain the improved visibility in stairways/steps	-Check and continue to Install suitable non-slip materials -Ensure edge of steps both inside and outside are clearly visible and regularly monitored for wear every year	-Pupil with impaired vision are less likely to fall and have an increased confidence in moving up and down stairs/steps	At all times	-100% use the site without any issues -students with visual impairments are confident to navigate the site independently where possible.
Long term	Lifts access in East and North		100% access without re rooming or adjustments made to the curriculum delivery.	Would depend on funding coming into the school with new intake to meet specific needs	

c) Improving information and communication for disabled pupils

	Targets	Strategies	Outcomes	Timeframe	Goals indicators
Short Term	Provide communication approaches that are meeting the needs of all our parents (eg: signing, braille, larger print etc...)	-parents self-identification -adjustments made to meet individual needs	100% satisfaction on the adjustments made	As the needs arise and on-going	100%, parents agree that communication has been made in a suitable format (informal feedback)

<p>Medium and Long Term</p>	<p>Use of ICT</p>	<p>Research new technologies to support pupils with hearing, visual or manual difficulties</p>	<p>Improved access to range of resources leads to greater progress</p>	<p>To be done at different times for different students On-going strategy</p>	<p>Increased independence in lessons based on the level and the nature of the needs of each student Impact on learning and progress</p>
-----------------------------	-------------------	--	--	--	--