



**St Albans
High School
for Girls**

P13: EQUAL OPPORTUNITIES (Related Document)

ACCESSIBILITY PLAN 2021-2024

Contents

ETHOS AND AIMS.....	2
DEFINITION OF DISABILITY AND SCOPE OF THE PLAN.....	2
HOW THE PLAN IS CONSTRUCTED.....	2
HOW THE PLAN IS REVIEWED AND MONITORED.....	3
IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT.....	4
IMPROVING ACCESS TO THE CURRICULUM.....	5
IMPROVING ACCESS TO WRITTEN INFORMATION.....	6

ETHOS AND AIMS

St Albans High School ('the School') strives to be fully inclusive and welcoming and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

HOW THE PLAN IS CONSTRUCTED

The School's Executive Team work closely with the Compliance Team and members of the Estate, Teaching and Learning Support staff as well as pupils' parents to review this plan triennially as part of the review of the Equal Opportunities Policy. The Executive Team takes the following actions to ensure that STAHS remains an accessible school and workplace.

1. With oversight by Governors, carry annual and triennial cycle of School policy and procedures review and annual facilities review as they are likely to affect pupils and prospective pupils who are disabled.
2. Make recommendations to Council with a view to improving the accessibility of education for pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
3. Prepare the School's Teaching, Learning and Assessment, Pupil Mental and Physical Health and Equal Opportunities Policies.
4. Prepare the School's accessibility plan.
5. Review such plans and policies as necessary and at least on an triennial basis.

The School's Executive and Compliance Teams worked together to draw up this plan. They considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- E-curricular activities
- Governing body representation
- Physical school environment

- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has consulted staff responsible for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

HOW THE PLAN IS REVIEWED AND MONITORED

The Executive Team is responsible for the triennial review of this plan, along with the monitoring of the short and medium-term targets for improvement contained within this plan. The review leads to new recommendations include input from the Compliance and Senior Leadership Teams and the document is then placed on the agenda for the meeting of the Governing body in Lent term of the review year. Costings are allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the implementation of the plan each June at an Executive Team meeting. The Executive provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen as well as addressing any specific gaps identified. All actions identified will be carried out in a reasonable time frame and after considering pupils' disabilities and the preference of their parents. The plan is then updated with adjusted time-frames where necessary.

When conducting the annual review, the School will consider all kinds of disabilities and impairments including, but not limited to, ambulatory, dexterity, visual, auditory and comprehension disabilities including hidden disabilities such as autism and dyslexia.

This plan is also reviewed where the School, or any part of it, has undergone a refurbishment.

The School's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Teaching, Learning and Assessment Policy.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Site-wide review of whether furniture and equipment is selected, adjusted and located appropriately. Review of lighting, colour schemes, acoustics and evacuation routes.	Full review across both sites. No additional resource required for review.	By September 2021	Head of Estates and SEND Coordinator alone with Health and Safety Committee.	Review completed and recommendations presented to Governors for end of-year Full Governing Body meeting.
Medium Term	Review estates masterplan and refurb/refresh plan to incorporate accessibility provision. For example making sure that new carpet is low pile, high density, to aid wheelchair movement, and including corridors are wide with accessible evacuation routes.	Full review of plans to be completed along with the next update of estates masterplan and refurb/refresh plan (updated triennially). No additional resource required for review, but some provision may cost slightly more than less accommodating options.	By September 2022	Head of Estates and SEND Coordinator along with Health and Safety Committee.	New masterplan and refurb/refresh plans to include accessibility provision and recommendations.

IMPROVING ACCESS TO THE CURRICULUM

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Complete curriculum audits to ensure they do not inadvertently discriminate against pupils with a disability or SEN.	All Heads of Departments to complete an audit of their curriculum with respect to SEND. No additional resource required.	By September 2021	Heads of Department, Deputy Head Academic and SENDCo.	Audits completed with recommendations where appropriate.
Medium Term	A regular programme of training to be implemented to ensure teaching staff have specific training on how to support pupils with a particular disability.	A rolling programme of training is produced and implemented, on a three-yearly timescale to include sessions on specific learning needs (eg, dyslexia), specific medical conditions (eg, epilepsy) and specific disabilities (eg, blind or partially sighted students). Resources may include paying for outside experts to run training sessions.	Training programme to be produced by Trinity term 2022, with first training sessions to take place during Michaelmas 2022 INSET.	Deputy Head Pastoral, Senior Nurse, SENDCo.	Training Programme produced and published. Training programme implemented.

IMPROVING ACCESS TO WRITTEN INFORMATION

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Complete audit of learning resources information and delivery procedures.	All Heads of Departments to complete an audit of their resources with improving accessibility. Purchase of additional resources where required.	By start of Lent term 2022	Heads of Department, Deputy Head Academic and SENDCo.	Audits completed with recommendations where appropriate. All SEND and disabled pupils have resources available in an appropriate format. Evidence from new noticeboards around the school that accessibility has been considered in the design of the noticeboards.
Medium Term	To make sure all material put up on the Pupil SharePoint Learning Platform is accessible to those pupils with disabilities.	IT to check the School's IT programmes allow for as many pupils as possible to access the platform. Heads of Departments to give reminders to staff.	October 2021	Director of IT, Heads of Department and SENDCo	All teaching resources and homework on SharePoint is fully accessible.

Medium Term	Review of website and development work to enhance usability.	Review of current website functionality and accessibility and whether addition of links to advice on making website accessible should be included.	Lent 2022		Improved website accessibility for all users notably SEND pupils and parents.
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