STAHS
PREP SENIOR SIXTH

Accessibility Plan

Equal Opportunities Policy Related Document

June 2026

THINK BEYOND

STAHS Policies

ACCESSIBILITY PLAN 2026-2029

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ETHOS AND AIMS

St Albans High School for Girls ('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. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for education (DfE) guidance for schools on the Equality Act 2010. The Equality Act requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The Schools SEND Policy (Prep and Senior) sets out the School's policy on reasonable adjustments.

The School recognises that due to the age and layout of the site and buildings, and the requirement to provide specialist equipment and facilities to support learning in certain subjects, some staff and pupils with significantly impaired mobility may not be able to access all the facilities. Where possible and practicable, and within reasonable financial considerations, the School's Accessibility Plan aims to address these issues. The accessibility plan also addresses access issues for disabled visitors.

A particular focus remains strong and constructive engagement with those members of the school community with ongoing, long term and specialist needs, with adjustments delivered on a personal and bespoke basis where appropriate to ensure access to the schools' facilities, curriculum and work environment is optimised.

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 Prep and Senior School Senior Leadership Teams work closely with members of the Estates Dept, Teaching and Support staff, as well as pupils' parents to review this plan triennially as part of the review of the Equal Opportunities Policy. The Senior Leadership Team takes the following actions to ensure that STAHS remains an accessible school and workplace.

1. With oversight by STAEG (St Albans Education Group) Council, 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 this plan.
5. Review such plans and policies as necessary and at least on a triennial basis.

The School's SLT and Estates Department worked together to draw up this plan. They considered the following when developing and reviewing the plan:

- Admissions
- Attendance including children with health needs who cannot attend school
- Educational and welfare provision for Pupils with EHCPs, SEND and EAL
- Teaching and Learning Policy
- Inclusion Policy
- Curriculum Policy
- 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.

ACCESSBILITY AUDITS

A key component of tracking and implementing improvements to access to the estate and the curriculum is the utilisation of external specialists. The school has appointed www.schoolaccessaudits.com to carry audits across our schools every three years. Recommendations will be implemented were reasonably practicable, opportune (e.g. as part of the scope of a capital project) or required statutorily.

The most recent audit was completed in April 2026. The recommendations remain under permanent review.

HOW THE PLAN IS REVIEWED AND MONITORED

There is a formal review of the implementation of the plan during the Summer Term at a Senior Leadership Team meeting. The Director of Estates will attend the review meeting. The Head will provide the Principal

and COO with an update identifying 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 timeframes 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 STAEG Council are accountable 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, SEND Policy (Prep and Senior).

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Review the location of furniture and equipment and identify areas for adjustment if appropriate.	Review across both sites. No additional resource required for review.	By September 2026	Director of Estates and Deputy Head Academic	Review completed and recommendations incorporated in budget planning
	Ensure the existing disabled parking at Senior School (outside the Sports Centre) remains available and unobstructed	Estates reminder during car park space allocation process	By September 2026	Director of Estates	Space is available and accessible
	Additional wall mounted signage to define more clearly the allocated parking space at the Prep School (vehicle ramp on the approach to reception)	Supervising Caretaker (Prep School) to source and affix	By September 2026	Supervising Caretaker	Sign is erected and visible
	Large Scale font room numbering convention continues to be rolled out where new classrooms are created or redesignated	Premises Manager	Ongoing	Premises Manager	Every classroom carries standardised large-scale font and changes are actively managed

Medium Term	Ensure accessibility remains a key consideration in the design development of capital investment Explore feasibility of induction hearing loops (fixed or portable) for use in performance spaces	No additional resource required for review, but some provision may cost slightly more than less accommodating options. Financing purchase of hardware, training and installation	On going – dependant on progress of capital project pipeline Ongoing	Director of Estates, Deputy Head Academic and Health and Safety Committee. Director Of Estates	Incorporation of accessible washrooms following repurposing of former offices into classrooms. (completed April 2026) Induction loops facility available for use by the school community

IMPROVING ACCESS TO THE CURRICULUM

Objective	Action	Timeframe	Outcomes
Ensure that the curriculum and co-curriculum is accessible to all pupils, including those with SEND	Identify all new pupils with SEND and in collaboration with pupils and parents devise plans to communicate the needs of individuals to staff and outline the appropriate adjustments required.	Reviewed every September	SENCO (Senior) and Head of Learning Support (Prep) will brief staff at the start of each academic year
	Teachers monitor pupil progress and use appropriate methods to log any concern about unidentified learning needs to enable full investigation by SENDCO	Ongoing	SENCO (Senior) and Head of Learning Support (Prep) are alerted to all pupils with potential needs
	New students in the Senior School are screened for unidentified needs	Every Michaelmas term	SENCO is able to take appropriate steps if potential needs are highlighted
	Trips, clubs and co-curricular activities are reviewed to ensure access is considered for all pupils	Ongoing	Risk assessments are adjusted and activities modified as appropriate to ensure that all pupils, including those with disabilities participate in the full range of school activities.
Staff are well trained to support pupils with disabilities	New staff induction includes a thorough introduction to the protocols and operation of SEND in Senior and Prep	Every September and ad hoc as new staff join	New teachers have a clear understanding of SEND policy and are confident in using systems to monitor progress of SEND students and flag concerns
	Ongoing CPD ensures quality first teaching by developing teacher pedagogy	Termly	Teachers have a growing basis of skills to ensure SEND pupils make or exceed expected progress
	Ongoing training for staff in mental health, equality, diversity and inclusion.	Ongoing	Staff are aware of unconscious bias and challenge it. Staff have high expectations and all staff and students feel valued and supported.
	Training for staff in assistive technology and	Ongoing with reviews linked to EHCP reviews	Staff are confident in using technology to modify

	disability awareness provided as appropriate	and individual learner reviews.	resources and support learning as appropriate
	Ensure the member of staff responsible for SEND provision at the Prep School is appropriately trained with SENDCO qualification	By August 2027	Higher quality provision, advice and support for pupils, teachers and parents due to increased knowledge
Ensure staffing is appropriate to the level of need across the Prep School	Appoint a full-time Head of Learning Support at the Prep School	By September 2026	Prep School pupils, staff and parents will have increased access to specialist expertise