

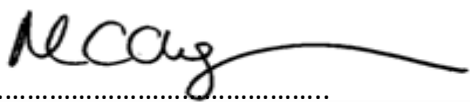



# ST ALBANS GIRLS' SCHOOL

	<b>ACCESSIBILITY PLAN 2019 - 2022</b>		
	<b>GB sub-committee: Finance, Premises &amp; Operations</b>		
	<b>Co-ordinator: Mr P O'Neill / Ms K Thomas</b>		
	<b>Last Reviewed: Summer 2019</b>	<b>Next Review: Summer 2022 20</b>	

Signed by   
 Margaret Chapman (Head Teacher)

Signed by   
 Claire Barnard (Chair of Governors)

<b>1.</b>	<p><b>INTRODUCTION</b></p> <p>All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).</p> <p>Accessibility Plans set out how, over time, a school will:</p> <ul style="list-style-type: none"> <li>• increase access to the curriculum for disabled students;</li> <li>• improve the physical environment of the school to increase access for disabled students; and</li> <li>• make written information more accessible to disabled students by providing information in a range of different ways</li> </ul> <p>Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.</p> <p>This policy complies with our funding agreement and articles of association.</p> <p><b>Other policies</b></p> <p>Our Accessibility Plan complements and supports our:</p> <ul style="list-style-type: none"> <li>• Special educational needs and disability policy and related SEN information report;</li> <li>• policy for Supporting students at school with medical conditions; and our</li> <li>• Equality Information and Equality Objectives.</li> </ul> <p>It should also be read alongside the following school policies, strategies and documents:</p> <ul style="list-style-type: none"> <li>• Curriculum Statement</li> <li>• Health &amp; Safety Policy</li> <li>• School Development Plan</li> </ul>
<b>2.</b>	<p><b>OUR VISION AND AIMS</b></p> <ul style="list-style-type: none"> <li>• St. Albans Girls' School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.</li> <li>• Our students are provided with high quality learning opportunities so that each child achieves all that they can. We want all our students to feel confident and have a positive view of themselves.</li> <li>• We want our students with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.</li> </ul>

	<ul style="list-style-type: none"> <li>• We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantages faced by students with a disability and eliminating discrimination.</li> <li>• We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.</li> <li>• In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families.</li> </ul>
<b>3.</b>	<p><b>IMPLEMENTATION</b></p> <p>Our Accessibility Plan shows how access to St. Albans Girls' School will be improved for disabled students (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.</p> <p>Reasonable adjustments are positive actions that help students with a disability to fully participate in school life.</p> <p>In doing this, we have thought about:</p> <ul style="list-style-type: none"> <li>• how to ensure disabled students are as prepared for life as their non-disabled peers;</li> <li>• how we can encouraging students with a disability to take part in after school clubs, leisure and cultural activities and school visits;</li> <li>• how we might provide auxiliary aids and services (something or someone that provides help or support) to students with a disability to</li> <li>• support their access to the curriculum;</li> <li>• adding specialist facilities to our school as necessary and improving the physical environment;</li> <li>• how we can improve the delivery of written information, including making this available in various preferred formats and within</li> <li>• a reasonable timeframe</li> </ul>
<b>4.</b>	<p><b>MONITORING</b></p> <p>The St. Albans Girls' School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governors' Finance, Premises and Operations Committee.</p> <p>The governing body will monitor St. Albans Girls' School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.</p> <p>The St. Albans Girls' School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.</p> <p>The St. Albans Girls' School complaints procedure covers the Accessibility Plan.</p>

Actions	Lead person	Timescale	Success Criteria	Cost/ funding	In year progress check April 2020
<b>Objective: To improve access to the curriculum for students with disabilities</b>					
Ensure that students can access all timetabled rooms through early liaison with teacher responsible for time table, and reasonable adjustments are made to accommodate students with disabilities	KTS CMU	On going	All students have equal access to timetable.	£0	
Ensure that absence due to disability is effectively supported by the school using phased returns, work sent home and referral to ESTMA, if necessary	KTS	On going	Students who are unable to attend school due to disability are able to access the curriculum as far as possible.	£0	
Ensure that students with disabilities have access to the appropriate resources and mobility aids, utilising advice and resources provided by outside agencies and internal provision	KTS	On going	All students are able to access the full curriculum safely and comfortably	£1,000	
Ensure that homework is set via the 'show my homework' school app. Children with disabilities often leave the lesson early or take longer to write it down. Promote provision of power-point presentations and use of Google Classroom to support students with writing difficulties and those with disrupted attendance.	KTS	On going	All students have access to homework information at the same time.	£0	
Extensive staff training has taken place and is ongoing. Google Classroom and Chromebooks/ IPADS are increasingly used to support student learning. Chromebooks are utilised to assist students who need them	KTS DAS	Ongoing	All students have equal access to the most appropriate learning resources	£0	

<b>Objective: To improve access to the building students and adults with disabilities</b>					
The building is continually reviewed to ensure full access for all students and adults	POL ETR	On going	As far as possible all students and adults can access all parts of the building	£0	
Create a ramp at entrance at end of gym corridor.	POL ETR	Summer 2021	Access through this entrance is possible by people in wheelchairs and those with limited mobility.	£2,000	
Improve lighting throughout the school on a rolling programme.	ETR	On going	People with visual disabilities are better able to negotiate the building.	£10,000	
Improve toilets and changing facilities	POL	On going	Improved access to toilets and changing rooms throughout the school	£20000	
<b>Objective: Improve the delivery of information to pupils with a disability</b>					
Staff training is organised to highlight this action plan and the responsibilities of staff. This is provided both internally and by utilising external specialists.	KTS	On going	All staff are aware of the needs of vulnerable groups, teaching is modified to meet the needs of students.	£0	
Raise awareness with staff and students through staff training, assemblies, form time, posters and charity events.	KTS PKW	On going	All staff and students are aware of the challenges of students with disabilities and can make reasonable adjustments to ensure there full participation in the life of the school.	£0	
Governor training is planned to update governors.	MCN KTS POL	On going	Governors support the implementation of the Equality and Diversity Policy and Accessibility Plan.	£0	

<b>Objective: To ensure all policies and procedures and documentation are accessible to all</b>					
Provide written material in alternative formats on request, or provide an interpreter.	KTS	On going	Good communication between home and school possible for all families.	£3,000	
All school policies are subject to an Equality Impact analysis.	SMY		All policies are compliant with this plan and the Equality Act 2010		
<b>Objective: To ensure that all students with disabilities make academic progress at least commensurate with their ability and target</b>					
Ensure the progress of students in vulnerable groups is tracked and interventions put in place as necessary.	KTS	On going	Students in vulnerable groups make at least good progress; effective interventions are in place for students that are below target.		
Ensure that all teachers and support staff have a clear understanding of individual needs of students through information provided by the Inclusion department, parent/carers and other agencies as appropriate.	KTS	On going	Students in vulnerable groups make good progress as any barriers to learning are removed wherever possible.		
<b>Objective: to ensure that all staff are treated equally</b>					
Staff receive appropriate support and reasonable adjustments are put in place in order to carry out their job effectively.	MCN	On going	Staff with disabilities are able carry out their work effectively and safely.		
Promote good working relationships between all staff to create an environment of trust	MCN	On going	New and existing staff feel able to discuss their disability (ie) in confidence with senior staff.		
Staff receive a return to work interview after a period of sickness of more than 5 days.	MCN LKN	On going	Staff are support at work after any extended period of illness.		
Recruitment will continue to be based on appointing the best candidate for the post based on the person specification criteria.	MCN SLT	On going	The best candidates are recruited to all posts regardless of disabilities.		



## ST ALBANS GIRLS' SCHOOL

### Equality Impact Analysis

When reviewing all schools' policies, the following Equality Impact Analysis (EIA) should be undertaken to ensure fairness of the new proposals/policy and to identify any action needed to redress any potential discrimination, positively promoting equal opportunities, improved access and participation for all.

<b>Title of Policy:</b>	Accessibility Plan
<b>Date:</b>	July 2019
<b>EIA carried out by:</b>	Mr P O'Neill
<b>EIA reviewed by:</b>	Finance, Premises and Operations Committee

#### 1. Identify the aims and objectives of the policy, what will be the proposed change and how will it be implemented

<ul style="list-style-type: none"> <li><b>Policy contains information about:</b> Overall aims and objectives? What is the proposed change? Who is intended to benefit from the proposal and in what way? Outcomes of the policy? How will it be put into practice and who is responsible for this?</li> </ul>	<p>St Albans Girls School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.</p>
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#### 2. Assessment of Impact? To include impact of policy, any plans needed to mitigate any negative impact, equality issues to be addressed

Characteristic	Group	Effect/Impact
• Age	Yes	Equal access for all
• Disability	Yes	Equal access for all
• Gender reassignment	Yes	Equal access for all
• Marriage/civil partnership	Yes	Equal access for all
• Pregnancy/Maternity	Yes	Equal access for all
• Race	Yes	Equal access for all
• Religion or Belief	Yes	Equal access for all
• Sex	Yes	Equal access for all
• Sexual orientation	Yes	Equal access for all

#### 3. Consultation

<ul style="list-style-type: none"> <li><b>New policy contains information about:</b> Policy audience, expected actions and outcomes. Consultation and communication process Accessibility for all Fair access to the consultation process Lessons learnt from previous consultation, if appropriate</li> </ul>	<p>Yes</p>
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<b>4. Decision</b>	
<ul style="list-style-type: none"> <li>Should the new proposal/policy be agreed and any impacts identified following consultations?</li> <li>What reasonable adjustments are required?</li> </ul>	None

<b>5. Action Planning</b>	
<ul style="list-style-type: none"> <li>Any actions identified to address inequality for different groups?</li> <li>Any actions identified to promote equality and diversity?</li> <li>Where are these actions recorded and who is responsible for them?</li> </ul>	Ensure all members of the school community promote equality and help to eliminate discrimination for various individuals and groups.

<b>6. Monitoring and Review</b>	
<ul style="list-style-type: none"> <li>When will the impact assessment be reviewed?</li> <li>Who is responsible?</li> </ul>	<p>Summer 2022</p> <p>Mr P O'Neill</p>

<b>7. Publication of the results of the impact assessment</b>	
<ul style="list-style-type: none"> <li>Results of EIA are published – where and when?</li> <li>The results are kept as a public record of the EIA – where and when?</li> </ul>	With policy