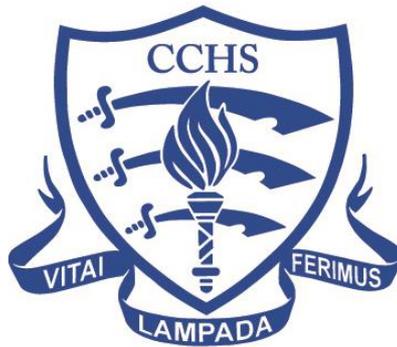


Chelmsford County High School For Girls



Accessibility Policy

Approved by the Governing Body: 27th March 2023

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Accessibility Policy

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Chelmsford County High School for Girls aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the School community with any forms of disability. It will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The plan is available online on the School website, and paper copies are available upon request.

Our School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The School supports any available partnerships to develop and implement the plan.

The School's Complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in the school, this procedure sets out the process for raising these concerns.

A range of stakeholders are involved in the development of the School Accessibility plan, including pupils, staff, parents and Governors of the School.

2. Legislation

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 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<u>Aim</u>	<u>Task</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> School records identify all students with special educational needs and disability (SEND) as well as actions taken to ensure their full inclusion in School life. Information is made available to all relevant staff and reviewed regularly. 	SEND Co-ordinator, Pastoral Team, Principal first aider	Minimal instances of data error and/or omission.
	<ul style="list-style-type: none"> Parents/carers are involved in regular review meetings including transition planning on entrance to Year 7 as well as progression to the Sixth Form. 	SEND Co-ordinator, Pastoral Team	Minimal evidence of problems
	<ul style="list-style-type: none"> Targets and monitoring – Teacher Assessment Data and Reports provide individual targets and monitoring of students. Data is shared with parents. Parents have the opportunity to attend annual Parents’ Evening and discuss any concerns with teaching staff. 	SLT	Complete data; attendance records for Parents’ Evenings
	<ul style="list-style-type: none"> School operates a number of forums for students, staff and parents to raise issues/concerns. These include the student consultative bodies (Staff Voice, Student Voice and Sixth Form Council) as well as electronic surveys of staff and parents conducted by a third-party provider. 	SLT	Meeting minutes and survey results including documentation relating to follow-up items
	<ul style="list-style-type: none"> Reasonable adjustments are made to ensure all students benefit from their learning experience. Feedback is sought from students and parents/carers to ensure that adjustments have been effective. 	SEND Co-ordinator; Pastoral Team	Feedback from student and parents; TA data
Improve and maintain the physical environment	<ul style="list-style-type: none"> Specification for any new builds are DDA compliant. 	Business Manager; Site Team	Meets current legislation requirements

	<ul style="list-style-type: none"> • Accessibility audit in place for existing buildings and reviewed in line with the Accessibility Policy. See Appendix 1 for further details. 	Business Manager; Site Team; Staff and Students Matters Committee	Successful H&S audit
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> • Range of communication methods in use including large print, coloured resources, hearing induction loop, other technical equipment. • SEND Co-ordinator will explore alternatives based on individual circumstances 	SEND Co-ordinator; teaching staff; Pastoral Team	Feedback from student and parents; TA data
Ensure adequate arrangements for examinations	<ul style="list-style-type: none"> • Approved access arrangements put in place for internal and public examinations. These are delivered in line with the JCQ Adjustments for Candidates with Disabilities and Learning Difficulties documentation. 	SEND Co-ordinator; teaching staff; Exams Office personnel	Feedback from invigilators, students and parents

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Staff and Student Matters Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessments
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Equality Policy
- Special Educational Needs (SEND) Information Report
- Special Educational Needs & Disabilities (SENDD) Policy

6. Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Maximum of three storeys in Languages and Art blocks. Two storeys in Science, Drama, Bancroft Building, Sports Hall and the new Dining Hall extension.	Lifts provide access to all upper floors. Subject to annual maintenance checks.	MMU/Site Team	Ongoing
Corridor access	Corridors vary in width across the site. Storage cabinets have been removed in order to maximize circulation space.	Ensure corridors are kept clear and in good condition	MMU/Site Team	Ongoing
Lifts	See under Number of storeys above	n/a		
Parking bays	1 x disabled parking bay at front of the School and 3 disabled parking bays at the rear.	Ensure remains for designated use	MMU/Site Team	Ongoing
Entrances/Ramps	Ramp access is available for the Main Building.	Ensure remain in good condition	Site Team	Ongoing
Toilets	Disabled toilets are available in the School. Additional facilities are included as standard in the specifications for a new build.	n/a		
Internal signage		MMU and RFR to review as part of H&S review	MMU	Ongoing
Emergency escape routes	Safe havens noted in the event of a fire evacuation from an upper storey. Staff to assist with evacuation of disabled people as appropriate.	Ensure reminders issued as part of general H&S training	MMU	Ongoing