

Connaught School for Girls



Accessibility Plan 2022-2023

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1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Connaught School for Girls the Plan will be part of the School Development Plan and will be monitored by the Head teacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

Connaught School for Girls Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and Governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Policy, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Connaught School for Girls 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, mental health and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) Connaught School for Girls' Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as

necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) Connaught School for Girls' Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- PSED (Public Sector Equality Duty and Plan)
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor's Pay and Personnel Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment,
- Improve communication with stakeholders,

Our objectives are detailed in the Action Plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, through meetings with tutors, Heads of Year or the school Senco.

Physical Environment

Disabled pupils participate in extracurricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access.

Curriculum

The different areas of the curriculum make all the possible arrangements to enable full participation for disabled pupils. Some areas of the curriculum present particular challenges for students with complex needs, no lift access for some Science lessons. However, the school will endeavor to overcome any barriers in order to promote access for all students through a collaborative approach between the different departments and the Learning Support Department.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

There are two buildings at Connaught and students travel from the main building to an annexe for Science and PE lessons. Students travel in groups along a quiet side road. Some PE lessons are held outside the school grounds. The school has 1 lift to access the three floors in the main building and ramps to access most parts of the school building. The school has 1 disabled toilet on the ground floor in the main building. The annex is on two floors and does not have a lift to access the second floor. At Connaught we will endeavor to promote access to the physical environment of the school for disabled pupils. Any improvements necessary to the physical environment of the school and physical aids will be considered in line with the school Accessibility plan and the Equality Act 2010.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the LA .

6. Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short term Targets/tasks	Strategies	Timescale	Responsibility	Success criteria

To liaise with Primary schools to review potential intake for Sept 23	To identify pupils who may need additional to or different from provision for Sept 23 Intake.	Spring term/summer term 2023	Senco/Head of Year	Support put in place/information shared with staff.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT/AHT/Senco	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	Regular communication between school and families	Ongoing throughout 22-23	HT All teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. e.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 22-23	HT/Senco/ HOY/Outside agencies	Clear collaborative working approach with NHS nurse.
To ensure full access to the curriculum for all students	CPD for staff. A differentiated curriculum with alternatives offered. A range of support staff including trained TA's & specific equipment Multimedia activities to support most curriculum areas Use of ICT	Ongoing	Senco/ All teachers	Strategies evident in classroom practice to include all students

<p>Medium term targets/tasks</p> <p>To finely review attainment of all SEN pupils.</p> <p>To promote the involvement of disabled students in classroom discussions/ activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>SENCO/Class teacher meetings/parents Pupil progress Scrutiny of assessment system Regular liaison with parents</p> <p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> -Wheelchair access - Giving alternatives to enable disabled pupils to participate successfully in lessons -Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	<p>Termly</p> <p>Ongoing</p>	<p>Class teachers SENCO</p> <p>Whole school</p>	<p>Data analysis shows progress and steps forward</p> <p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school</p>
<p>Long Term Tasks/Targets</p> <p>To evaluate and review above short and long term targets annually</p> <p>To deliver</p>	<p>See above</p> <p>Governors meetings</p>	<p>Annually</p> <p>Annually</p>	<p>SLT, Core curriculum leaders Govs</p> <p>SLT/SENCO</p>	<p>All students making good progress</p> <p>Governors fully informed about SEN/More Able</p>

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Body				provision and progress
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short term Targets/tasks	Tasks/strategies	Timescale	Responsibilities	Success criteria
Improve physical environment of school premises	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	Ongoing	SLT	Enabling needs to be met where possible.
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of their learner profiles. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	Ongoing	Senco/SLT	Enabling needs to be met where possible

To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing	SLT/Senco/OT	Full involvement of students with medical needs
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Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	Ongoing	Whole school approach	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.
Medium term targets/tasks		Ongoing	SLT/ all staff	
To improve community links	School to continue to have strong links with schools in Waltham Forest Authority and the wider community	Ongoing	Whole school approach	Improved awareness of disabilities/the wider community of Waltham Forest and the world and their needs. Improved community cohesion.
Long term targets/tasks		Ongoing	SLT/Premises team	Inclusive facilities
Continue to develop playgrounds and facilities	Look for funding opportunities	Ongoing		No accidents
To ensure driveway, roads, paths around school are as safe as possible	Communication with parents about safety via messages /letters			

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short term targets/tasks	Tasks/strategies	Timescale	Responsibilities	Success criteria
To enable improved access to written information for pupils, parents and visitors	Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise	Ongoing	Whole school	Better communication and outcomes. Increased engagement from parents at school events.
To ensure all children with VI/HI have access to the curriculum	Regular parental communication Individualised multi sensory teaching strategies used for HI/VI children	Ongoing	Whole staff	Students access the curriculum successfully
Medium term targets/tasks To review children's records ensuring school's awareness of any disabilities	Information collected about new children and distributed to staff -Annual reviews -Medical forms updated annually for all children - Personal health plans -Significant health problems – children's photos To be included in student files	Ongoing	SLT/Senco Office staff	Each teacher/staff member aware of disabilities of children in their classes

<p>Long term targets/tasks</p> <p>In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected</p>	<p>Record keeping system to be reviewed.</p>	<p>Continual review and improvement</p>	<p>Data manager/S LT/ Senco</p>	<p>Effective communication of information about disabilities throughout school.</p>
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