CHISLEHURST SCHOOL FOR GIRLS

Accessibility Policy 2026-27

Policy Document

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Date of Next Review: July 2027

SLT Responsible: CTi

Other Staff Contribution: Premises Manager, R Gale, L Gulczynski

ACCESSIBILITY POLICY AND PLAN: 2026-27

Chislehurst School for Girls is committed to providing a fully accessible school environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Chislehurst School for Girls plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

a. Increase the extent to which disabled pupils can participate in the school curriculum

b. Continue to develop the physical environment of the school to increase access to education for disabled pupils

c. Continue to develop the delivery of information to pupils, staff, parents and visitors with disabilities.

The Accessibility Plan should be read in conjunction with the following key school policies, strategies and documents:

- Diversity policy
- Health & Safety (Personal Emergency Evacuation Plans information for example)
- SEND policy and SEND information report
- Supporting students with medical conditions Policy and the Medical Alert Hand-Book.
- School Improvement Plan
- Teaching, Learning and Assessment policy

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Accessibility Plan

The following areas form the basis of the Accessibility Plan –

a) Increasing the extent to which disabled pupils can participate in the school curriculum

b) Improving the physical environment of the school to increase access to education for disabled pupils

c) Improving the delivery of information to pupils with: a disability, High SEND need or EAL need

The three action plans attached relates to each of these three key areas of accessibility. The plans will be reviewed and adjusted on an annual basis and the Governing Body will monitor the Accessibility Plan through the Finance & Premises Committee.

Accessibility Plan: 2026-27

a) **Increasing extent to which disabled pupils can participate in the school Curriculum**

	Targets	**Strategies**	**Outcomes**	**Timeframe**	**Goals indicators**
Short Term	Ensure awareness of disabled pupils needs at Open Days	Awareness of the Admissions Team to potential issue with access to school areas	If needed, tours for parents or children with mobility problems or High SEND Needs are arranged either on a separate day or with a special tour guide. Designated parking spaces Special events organised by the SEND department	**On-going**	All parents and students are catered for.
Short and medium term	Ensure effective communication at point of transition for SEND students outside Bromley borough at transition points (KS2 to 3 or KS4 to 5) Develop a strong relationship with the families from Y6	To attend SEND transition events in Greenwich, Lewisham, Bexley etc… Organise special events for SEND students	100% SEND out of borough have been identified and experience a smooth transition The vast majority of High SEND needs families have engaged with the events that have been planned and delivered	**On-going**	Same as outcomes Comments/ surveys from SEND parents show smooth transitions

Each year	Enable staff to increase their knowledge and understanding of needs of disabled pupils and High SEND needs who are admitted to the school	Training of staff: -Medical needs handbook awareness -Disability -Awareness development through special briefings -academic support for High SEND needs; liaising with TA where needed.	Staff confidence in providing appropriate teaching and support for disabled pupils, using TA effectively to help the identified students	**-On-going at the start of each year** -whenever a new student joins -when a new disability / high SEND need emerges	-Success of disabled pupils in examinations (all staff meet the needs of the pupils) -Progress of disabled students is in line with the progress made by the whole cohort High SEND needs academic achievement shows progress relative to starting point.
Medium Term	Maintain commitment to a well-trained and qualified Learning Support Team to support all pupils Develop the strategies, equipment and infrastructures that are needed to cater for the needs that we have in the school	-Maintain budgets and training of specialist staff -Specific CPD for the support team as and when it is needed	-Staff have a team to consult led by Assistant Headteacher and SENCO/Deputy SENCO to help deliver education to disabled/ SEND pupils within the classroom setting	**On-going**	-Success of pupils: SEND students have a rate of progress comparable to other students in their cohort (see data drops)
On-going	Personalise the Curriculum for High SEND students as and when this is needed (done on an individual basis): breadth and/ or equipment needed	Meetings with parents to discuss: SENCO and Curriculum Lead Individual meetings on progress	The student will get the Curriculum that will benefit them, especially important at KS3 to 4 transition with options	On-going	-well-being of that student -Outcomes for that student

b) <u>Improving the physical environment of the school to increase access to education by disabled pupils</u>

	Targets	Strategies	Outcomes	Timeframe	Goals indicators
Short Term	To continue to increase access to all parts of the school buildings	-Current lift to be regularly maintained -To maintain the hazard flashes on all stairs to ensure that visually impaired students are able to access safely all the buildings. - Ramps/adjustments provided for students with reduced mobility - For Students with mobility issues who cannot access Classes in East (Maths)and North (Science and Music) on the first floor: we ensure that the lessons are taught/ re-roomed downstairs - Permanent wet suite for wheelchair users is well maintained	- Pupils with limited mobility or visual impairment are able to navigate around the school site safely - Adjustments are successful All lessons are experienced The wet suite is always ready for use	**On-going** At the start of each new year or whenever a student joins with a different need to the ones already identified and catered for. **On-going** On going On-going	- 100% of the students are able to access all the areas of the school in which their curriculum is delivered All students can access the lessons that they need to access, unless alternatives have been agreed with parents

Short term and on-going	Maintain the improved visibility in stairways/steps	-Check and continue to Install suitable non-slip materials -Ensure edge of steps both inside and outside are clearly visible and regularly monitored for wear every year - Ensure that edge of steps is not slippery and replace visibility strips when worn.	-Pupil with impaired vision are less likely to fall and have an increased confidence in moving up and down stairs/steps	At all times	-100% use the site without any issues -students with visual impairments are confident to navigate the site independently where possible.
Long term	Lifts access in East and North		100% access without re rooming or adjustments made to the curriculum delivery.	Would depend on funding coming into the school with new intake to meet specific needs	

c) <u>Improving information and communication for pupils/ parents who have : a disability, High SEND need or EAL need</u>

	Targets	**Strategies**	**Outcomes**	**Timeframe**	**Goals indicators**
Short Term And on-going	Provide communication approaches that are meeting the needs of all our parents	-parents self-identification -adjustments made to meet individual needs Use signing, braille, larger print etc… to meet the needs	100% satisfaction on the adjustments made	As the needs arise and on-going	100%, parents agree that communication has been made in a suitable format (informal feedback)
	Use translators, buddy systems for EAL students in order to have a very good start in the school. + regular check of the function of the translator on the website.	Buddy system for the children, translators for the parents, Ensuring that EAL students are not isolated : someone who can communicate with them	The students feel part of the school and they integrate quickly a group of friends + all parents feel that they are suitable informed	On –going	100% parents can access the parents'evenings for feedback.
Short, Medium and Long Term	Use of ICT	Lunch and break groups with students with the same mother tongue EAL intervention Keep up to date with new technologies to support pupils with hearing, visual or manual difficulties	The EAL intervention helps them in their learning of English and helps them access more quickly the curriculum Improved access to range of resources leads to greater progress	On-going To be done at different times for different students	After their first year, the EAL students are fully integrated and have sufficient levels of English to access all parts of the curriculum. Increased independence in lessons based on the level and the nature of the needs of each student Impact on learning and progress