

ACCESSIBILITY PLAN

(September 2024 – August 2027)

[This policy applies to the whole school.](#)

1. Introduction

- 1.1 James Allen's Girls' School ("the School") strives to be a fully inclusive and welcoming school 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.
- 1.2 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 2010 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 School's Whole School SEND Policy] sets out the School's policy on reasonable adjustments.
- 1.4 The School recognises that due to the age and layout of the school 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.

2. Definition of disability and scope of the plan

- 2.1 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).
- 2.2 The School's Whole School SEND Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to **the school and access to information**

particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

2.3 The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes 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 includes entry into the school.
- 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. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

2.4 The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

2.5 The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Safeguarding (Child Protection) Policy and Inclusion Policy.

2.6 This plan will cover the period from **September 2024 to August 2027** and will be reviewed annually. The plan will be made available online on the school website.

3. Accessibility Plan

3.1 The school regularly reviews the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.

3.2 Opportunities to improve the accessibility of the School and its educational and co-curricular offerings are considered as part of building reviews and also during Masterplanning and major project design stages.

3.3 When reviewing and updating the accessibility plan the following policies are considered:

- Whole School Admissions
- Attendance

Children with Health Needs Who Cannot Attend School
Curriculum
Educational and Welfare Provision for Pupils with EHCPs SEND and EAL
Health & Safety
Inclusion
Teaching & Learning

3.4.1 **Awareness and Observance of the Policy**

3.4.1 Specific INSET is held on a regular basis, and this policy is placed within the staff handbook which is made available to all members of staff. Pupils' awareness is also raised during PSHCE lessons from time to time.

3.4.2 The Governance and Risk Committee regularly reviews the policy and updates the accessibility plan in line with legislation and ensures that planning and site developments take into account the needs of people with disabilities.

ACCESSIBILITY PLAN

A. IMPROVING ACCESS TO THE CURRICULUM

Objective

Ensure that the curriculum is accessible to all pupils, including those with SEND

Action	Timeframe	Success Criteria
Identify all new pupils with SEND and draw up individual plans to address their special needs so that they have full access to the curriculum and staff are informed of their needs	Reviewed every September	SENDCOs in each part of the school review details of new pupils, draw up plans and brief all staff at the start of academic year.
Teaching staff in all sections of the school monitor pupils and alert SENDCOs to any pupils who appear to have SEND so that this may be investigated and any needs appropriately met.	Reviewed every September	SENDCOs are alerted to pupils with potential SEND.

Objective

Provide staff training on supporting pupils with disabilities

Action	Timeframe	Success Criteria
SENDCOs in each section of the school speak to new teaching staff as part of their induction to ensure that pupils with SEND have appropriate access to the curriculum.	End of each Autumn Term	Each new teacher has received a thorough introduction to the protocols and operation of the SENDCO team.
Train staff in mental health, equality, diversity, and inclusion. Provide ongoing CPD in areas such as assistive technology and disability awareness.	Ongoing yearly reviews.	Staff are equipped to support pupils with disabilities effectively.

Objective

Ensure full access to cocurricular activities, including trips and sports.

Action	Timeframe	Success Criteria
Review all school trips and sporting activities to ensure access is considered for all pupils, with reasonable adjustments where necessary.	Ongoing, with annual reviews each July.	All pupils, including those with disabilities, participate in the full range of school activities

B. IMPROVING PROVISION OF INFORMATION

Objective

Ensure all communication is accessible to pupils, staff, and parents with disabilities.

Action	Timeframe	Success Criteria
Provide school materials in various formats such as large print, braille, or audio as required.	Immediate and ongoing	All pupils and parents can access school communications without barriers.
Conduct a website audit to ensure compliance with accessibility standards. Implement necessary updates to provide accessible formats for all digital communications.	By March 2025, with regular reviews each term	School website is fully accessible

C. IMPROVING THE PHYSICAL ENVIRONMENT

Objective

Improve physical accessibility across the school site.

Building	Compliance Status	Plans for implementation & Timescale	Timescale
Old Music School	The old Music School is a converted sports pavilion and portacabins. Level access to ground floor of main building, but steps to first floor and to temporary accommodation.	This building currently has a mixed-use status with office and classroom space on the ground floor and art studios on the first floor. Over 2024/25 the strategy for the long-term use of this building will be considered but initial review has shown significant limitations to what can be physically altered.	No anticipated physical alterations
Swimming Pool & Sports Centre	Pool and Centre ground floor have level access. Disabled toilets available.	Lift to first floor of Sports Centre to be considered under next refurbishment	Not yet scheduled.
Prep School	Level access at ground floor level. Disabled toilet.	Consideration of a lift when next refurbished - not yet scheduled.	The refurbishment of the Prep School is not on scheduled for the next 3 years.
Pre-Prep	Built as a large family home in 1908, the property is in a conservation area with strict planning restrictions	The school is preparing a planning application to convert this building into residential apartments. The Pre-Prep will be moved to a new building located on East Dulwich Grove. This new building will be designed with accessible classrooms and offices.	New Pre-Prep planned for 2026
Prissian Theatre	Steps main access. Ramp access in place since 2008. Loop system installed Summer 2009 as part of refurbishment programme.	No immediate changes needed.	Keep under review.

Sixth Form Centre	Almost level access at ground floor level from outside, level access from internal, ramped corridor. Refurbishment in 2008/9 included a disabled toilet and better access. Installation of a lift was not feasible.	No immediate changes needed.	Keep under review.
Senior School Main Buildings	Ramped or level ground floor access. Toilet suitable for the disabled adjacent to new dining room.	Lift will be considered when central area of the Senior School refurbished	The refurbishment of the Senior School is not on scheduled for the next 3 years.
Senior School VWA & CMC	Constructed in 2018 this building provides good accessibility including ramped access at both the front and rear of the building, a lift within the main teaching block, disabled and accessible toilets on each floor and a hearing loop installed in main hall (VWA)	No immediate changes needed.	Keep under review.
Signage	Reviews have been carried out to meet the needs of current staff and pupils. New clearer signage introduced Summer 2019	Signage will continue to be reviewed as the orientation of the site changes with additional refurbishments.	Keep under review
Fire alarm system	Audible and visual system in place in the Senior School. Audible system in place across all sites. All hearing-impaired staff and pupils have someone to alert them to any fire alarm.	Personal Emergency Evacuation Plans have been developed for hearing impaired staff.	Keep under review
Pager System	Pager system to be introduced to support staff and visitors with hearing and visual impairments	Senior School pager system to be installed at Easter 2024	Easter 2024

Objective

Provide accessible parking and entry points for visitors with disabilities.

Action	Timeframe	Success Criteria
Ensure parking spaces are allocated for disabled visitors and that access routes are well signposted.	Immediate and ongoing reviews.	Full access to all school buildings and grounds for visitors with mobility issues

