



STREATHAM & CLAPHAM HIGH SCHOOL

ACCESSIBILITY POLICY

Person(s) responsible for this policy		Senior Deputy Head, Head of Learning Support, DFO	
Last review by	R Hinton C Weatherhead	Review date	September 2022
Date of next review		September 2025	

Policy Statement

We recognise our duties under the terms of the Special Educational Needs and Disability Act 2001 and Equality Act 2010 and we are continuously working towards our aims to ensure that:

- All pupils in the school have access to the full curriculum as far as it is practically possible and make appropriate progress.
- There is good access for everyone in the school community, including parents and visitors, as far as is possible within the physical constraints of the building.
- Those pupils with identified Special Educational Needs receive the support required to enable progress.
- Information about the school is available to those with disabilities in an appropriate form, as required.

Dissemination of information

The Additional Learning Needs Coordinator at the Prep. School regularly shares information with staff about pupils who are currently on the special needs register. This may happen on a planned basis e.g. at staff meetings or termly 'Standard Focus' meetings and also on a more informal basis e.g. individual discussions with teachers. She is available to meet with parents, as required.

In the Senior School, all teaching staff receive information from the Learning Support department about pupils with special needs. This happens at the start of each academic year and is updated regularly. Further information is given at briefings, staff meetings and through Provision Map. Concerns are discussed in departments and with the Learning Support department as to how they are able to address the perceived needs of individual pupils.

Current practice in all phases of the school is that we accommodate any disability in the best way we can as the need arises.

Examples of current practice:

- Specialist lessons for SEND pupils.
- Specialist lessons for students with English as an Additional Language to support their access to the curriculum.
- In class support for identified students or where concerns have been raised to aid identification.
- Buddy system operates to help any pupil with short-term disability, such as on crutches.
- Use of external agencies/staff for pupils with physical or sensory disabilities.

- Schemes of work and lesson planning takes into account the individual needs and aptitudes of all pupils.
- Teaching planned using information from assessments so all pupils make appropriate progress.
- Examination concessions are applied in line with JCQ regulations

Section 1:

Senior School

Improving Access to the Curriculum

Staff in subjects with a significant practical element adapt and accommodate to individual requirements, whether the pupil's disability is permanent or temporary. In PE, for example, the department aims to provide alternative activities to ensure that there is entitlement to the curriculum. In other cases, prepared notes may be given to a student or she may be encouraged to use a laptop.

Learning Support :

- An experienced Learning Support Coordinator with specialist qualifications for diagnostic testing has been in post since September 2022. The department has a number of staff who provide support either in class, or through dedicated small group or 1:1 interventions in a dedicated room.
- Support focuses on literacy and numeracy skills in Year 7 and 8, and planning, organisational and study skills in the older years. The department aims to meet the needs of individual students and can be flexible depending on the needs of the girls.
- Staff and the Head of Learning Support liaise to raise concerns, share information and suggest strategies for support.. Provision is made for testing any pupil where there are concerns.
- Year 9 are screened for vocabulary, reading comprehension and handwriting difficulties early in the academic year using GL Exact.
- We are developing external contacts and support with a range of practitioners such as Educational Psychologists, Speech and Language and Occupational Therapists.
- Staff are given information about SEND pupils including EHCPs and Learner Profiles where appropriate; when required Pupil Health Care Plans and PEEPs are written and distributed to the relevant staff. Information is available via ClassCharts, Provision Map as well as through the Heads of Year, the Head of Learning Support, the school nurse, Teams, and SIMS.
- Staff training is prioritised through INSETs, Staff meetings, and 1:1s offered by the Head of Learning Support to departments, and ECTs in particular.
- Communicating and sharing information: initial concerns can be raised via the Form on Teams or directly via email. The Head of Learning Support is part of the HoDs meeting group as well as the Pastoral Team meetings in order to have a sound overview of any Pastoral and Academic concerns. She also attends staff briefings to update staff or request information.
- Appropriate action is taken with individuals, such as enlarged photocopies, coloured overlays, scribes, live speaker, laptops, liaison with the Librarian to resource audio books and appropriate resources for EAL and most able pupils.
- Pupils are awarded exam access arrangements in line with JCQ guidelines. Teacher feedback, diagnostic reports, history of need and pupil experience are all taken into account by the Head of Learning Support. All concessions are on a trial basis until confirmed with JCQ/the Head of Learning Support as required under JCQ regulations.

Physical Access to the Senior School

The building is accessible to those with a wide range of disabilities with a lift which has provided access to all floors . Further details relating to the school premises are included in Section 3. The addition of a stairlift has given improved access to the first floor of the main building.

Prep. School

Learning Support

- An Additional Learning Needs Coordinator (ALN) has been in place since September 1991.
- There is a room available for additional learning in small groups, and the Library and Afterschool club are also used in some instances.
- The ALN Coordinator has implemented the Special Needs Code of Practice in accordance with GDST guidelines.
- The Prep. School has an SEND policy Document that outlines how the school is organised.
- The ALN Coordinator liaises with external agencies to support and advise on the learning needs of individual pupils.
- The School uses a range of SEND identification methods, which are outlined in the SEND Policy document.
- Targets are usually linked directly to the English and Maths medium and short-term plans.
- Pupils with SEND are provided with differentiated activities individually and in small groups where appropriate.
- Some pupils with SEND are withdrawn in small groups and supported by a Teaching Assistant but guided by the class teacher and ALN Coordinator.
- Pupils are allowed extra time in public examinations if they meet the majority of the JCQ criteria as well as an Educational Psychologist's recommendation and have processing scores of SS90 or below.
- Pupils for whom it is appropriate, use a laptop or computer where possible for class work and for homework
- The ALN Coordinator provides staff with support and advice.
- The ALN Coordinator assists staff with the effective writing and implementation of Provision Maps.

The ALN Coordinator and class teachers liaise with parents at reviews, parents' evenings and informally to update on pupil progress each half term.

Physical Access to the Prep School

Accessibility to the building has been improved. There is a lift to all floors and staff; for practical lessons staff are able to relocate the lesson to a more accessible room if necessary.

Provision of information

It is our aim to ensure that the transition of pupils with a disability to different schools, including secondary schools, is respected and planned for by the School. Review meetings, parents evening and meeting with external agencies (as required) will be held to improve the flow and delivery of information to pupils with a disability to them, their parents and the wider community. This may involve planning on how to make written information accessible to disabled pupils within a reasonable timeframe, including handouts, timetables, textbooks and information about school events.

Information about the school for parents, prospective parents and visitors is available in hard copy and electronic format. Hearing loops are available at Reception at both the Prep. and Senior Schools. The school shall continue to assess how it provides access to information, addressing any immediate needs as a priority.

Section 2: Physical Improvements

The school has undergone a thorough DDA audit by an external agency, a copy of which, held by the DFO, is available for inspection. The audit report is used to create a 3-year action plan of the school's priorities in addressing areas identified in the audit report.

Accessibility Co-ordinator

Each School will appoint a sufficiently senior person to be responsible for all accessibility issues, referred to as the Accessibility Coordinator. The Accessibility Coordinator should be fully aware of the responsibilities under the Equality Act 2010, including the Accessibility Plan. The school's accessibility coordinator is Carol Weatherhead.

Related policies

This policy should be read in conjunction with the following policies:

- Admissions Policy;
- Equal Opportunity Policy;
- Inclusion Policy; and
- Exclusions Policy.