



STREATHAM & CLAPHAM HIGH SCHOOL

ACCESSIBILITY POLICY

Person(s) responsible for this policy		Head of Learning Support, DFO	
Last review by	R Watson C Weatherhead A Bullock	Review date	September 2025
Date of next review		September 2028	

Introduction

The GDST aims to treat all pupils, staff, prospective parents and other members of the school community favourably, and wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The Equality Act 2010 imposes duties on schools not to discriminate against, or treat less favourably, disabled pupils or prospective pupils in the provision of educational services. This policy sets out the GDST's commitment to ensuring accessibility to education for disabled pupils, both in terms of education itself and also the physical access of our school.

What will the GDST do?

The GDST recognises its duties under the Equality Act and takes a positive approach in making its Schools more accessible in terms of improving access to the curriculum, physical access to education and associated services; and delivery of information to disabled pupils.

1. Improving access to the curriculum

The Trust will issue guidance, and provide focused training, support and advice to assist each of its schools in taking all reasonable steps to ensure that its curriculum is as accessible as possible to its disabled pupils. This may include teaching and learning, and the wider curriculum, such as participation in after-school clubs and visits. The Trust will regularly review its Inclusion and Equal Opportunities policies, and will update its schools, where appropriate, on any changes to these policies or related guidance.

2. Physical access to our Schools

Whilst the GDST firmly believes that the main emphasis of its accessibility planning should be on access to the curriculum and education, it recognises that alterations to its premises are likely in order to enable disabled pupils to take advantage of education, facilities and the services the school covers. Any alterations will be judged against the test of reasonableness, as set out in the Equality Act 2010.

The GDST will review its schools' accessibility plans on a regular basis in order to prioritise any adjustive capital works to achieve the best possible results across all its schools in terms of value for money and available time and resources. The requirements for Accessibility Plans are detailed below.

The GDST regularly reviews work programmes with each school, to ensure that matters such as accessibility and sustainability are incorporated at all stages of any works on site. In parallel, the GDST takes a strategic view across its entire asset portfolio to ensure critical areas are addressed, where possible, in the context of its ageing, and often listed building estate, in order to take a balanced approach to where and how improvements are delivered.

3. Provision of information to pupils with a disability

It is our aim to ensure that the transition of pupils with a disability to Streatham & Clapham High School, is carefully considered and planned. Review meetings, parents' evenings and meetings with external agencies (as required) will be held to improve the flow and delivery of information to pupils with a disability, 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.

Accessibility Co-ordinator

Each school will appoint a sufficiently senior person to be responsible for all accessibility issues, referred to as the Accessibility Coordinator. At Streatham & Clapham High School this is the Senior Deputy Head who is supported by the Director of Finance and Operations where physical adjustments to the school may be required. This person should be fully aware of the responsibilities under the Equality Act 2010, including the Accessibility Plan.

Accessibility Plan

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 imposes duties on schools not to discriminate against, or treat less favourably, disabled pupils or prospective pupils in the provision of educational services. Streatham & Clapham High School recognises its duties under the Act and intends to adopt a positive approach to making the school more accessible in terms of admissions, the curriculum, both the taught and the wider curriculum, associated service, including after-school care and extra-curricular activities, behaviour and discipline policies and the estate and premises. Streatham & Clapham High School's commitment is to offer a distinctive educational experience to girls in our care, within a broad, inclusive curriculum and a culture of high expectation. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

Streatham & Clapham High School will 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.

This Accessibility Plan is subject to a three yearly schedule of review and revision, with annual monitoring and review to assess provision for disabled pupils (including those with special educational needs) and progress in implementing the Plan. The Director of Finance and Operations through the Health and Safety Committee is responsible for co-ordinating the implementation of the Plan with specific responsibility for physical requirements.

We strive, wherever possible, to ensure that each and every girl can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that girls with special educational needs and/or disabilities can bring to the School.

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

Streatham & Clapham High School supports any available partnerships to develop and implement the plan and is supported and guided by the GDST to achieve this.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school both current and prospective.

Risk Assessments and procedures are in place to include the assessment of the individual needs of disabled pupils, and a personal emergency evacuation plan and personal safety plan is agreed with pupils and parents when deemed necessary/appropriate. Should a pupil with physical disabilities join the school; discussion with parents, therapists and medical professionals would be conducted to devise an appropriate risk assessment that would be implemented.

The school has adopted this strategy as a constructive approach to ensure that it does all that is reasonably practical to enable disabled pupils and prospective pupils full access to the educational service it provides.

The strategy covers the following areas:

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

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 in line with the Code of Practice 2014 receive the support required to enable progress.
- Information about the school is available to those with disabilities in an appropriate form, as required.

Curriculum Access

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for satisfactory completion of tasks
- Planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- Identifying aspects of their programs of study and attainment targets that may present specific difficulties for individuals.
- Curriculum access is addressed on a case by case basis but all pupils are expected to start Year 7 with a full, diverse curriculum. The school encourages the parents of those for whom special curricular access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil's needs may best be met, both during the application process and also after admission.

Reasonable Adjustments

It is a statutory duty to make reasonable adjustments under The Equality Act (2010). The reasonable adjustments duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service'.

In the Equality Act 2010 there are 3 elements to the reasonable adjustments duty that relate to:

- A. Provisions, criteria, and practices
- B. Auxiliary aids and services
- C. Physical features (The physical features element does not apply to schools in relation to disabled

pupils; instead, they have a duty to plan better access for disabled pupils generally, including in relation to the physical environment of the school.)

The Act does not say what is 'reasonable' (see Guidance for Schools in England (Equality and Human Rights Commission)), but factors include: the resources of the school; the financial costs; the practicability; and the interests of other pupils and prospective pupils.

Review key for table below

September 2025 review – red

July 2026 review - blue

A. Accessibility Plan to increase the extent to which disabled pupils can participate in the curriculum

Target	Strategies	Outcomes	Time Frame	Resources/Cost	Progress/ Goals Achieved
Increase the extent to which disabled pupils can participate in the curriculum	SEND curriculum reviews for each subject to reflect on accessibility	Curriculum is reviewed regularly to ensure it meets the needs of all pupils, including SEND, EAL and ensure diversity and inclusion	Annual	Teacher time Prep - phase leaders, academic deputy to monitor planning Senior – HoDs, academic deputy	Prep – to establish SEND curriculum reviews Prep and Senior to review for all subjects in September 2026
	Academic progress is tracked for all pupils, including those with a disability	Academic tracking includes SEND		HoDs, academic deputy	Prep – termly PPM review meetings Senior – data analysed and interventions reviewed termly
	Learner profiles for all SEN/MON students	Staff know the needs of their students			Prep – termly PPM review meetings 2025 – Senior – to use Trust E, K, MON criteria – to review in line with Trust 2026
	SEND standing item in department/ phase meetings		Ongoing	HoDs	Whole school – new coding embedded with plans to reflect level of pupil Prep – embedded Senior – also standing item in Academic committee
	Teacher knowledge and understanding of SEND/EAL is good	Staff confident to meet range of needs		SENDCos, Assistant Head Teaching and Learning	Briefing

Review curriculum pathways for students who may struggle with existing model	Increase liaison between Prep and Senior school (Target not met for 2024/5)			SENDCos	Sep 2025 training to new staff at induction and all staff re dissemination of student details Inclusion meeting Staff meeting for teachers of specific students SENDCos to check SEND is part of learning walk criteria from October 2025 Senior – as above and SEND weekly briefing note. CPD – dysgraphia, dyscalculia, ASC, SaLT, access arrangements incl updates, new system training Sep 2025 senior SENDCo to Prep to observe Y6 students Transition meetings, CWE attendance at some Prep CPD, Liaison around coding and learner plans to increase consistency Ongoing - SLT
Assess the provision of need for disabled	SEND student provision regularly reviewed (with advice from qualified outside professionals, parents, students and staff as appropriate).	Needs of students met	Ongoing	SENDCos/Deputy Head Academics/Senior Deputy	Exam week – additional invigilation for separate rooming Curriculum adjusted in response to individual needs (eg. dropping subjects). Ongoing – Seniors staffing updated from September 2026 -

Develop accessibility of materials available to students.	Will need to consider equipment eg. tactile resources	Needs of students met	Ongoing		Ongoing
	Review identification of SEND				Reviewed termly in line with Trust gold standard coding
	Convert written information into alternative formats as required	Needs of students met	Ongoing	SENDCo, Deputy Head Academic, Asst Head Teaching and Learning, Heads of Department, class teachers	Purchase speech to text, exam text reader for increased student need accessing curriculum Significant price increase 2026 – need to find cheaper option. Also looking into Bedrock to improve provision for all pupils but with additional SEND monitoring and input – upper KS2/3 Prep – Sep 25 – new staff induction Sep 2025 – staff training on new coding Increase in ELSA trained staff for Sep 26 Increase Lego therapy trained staff Sep 26 Ongoing weekly staff surgeries Senior – Ongoing Braille Zychem materials for Y11 student Sep 2025 new staff induction Sep 2025 – staff training on new coding
	Staff to use Learner Profiles, Teams, CPD.				

	Read&Write needs to be demonstrated to staff and students.	Confident students in use of Read&Write.	1 year	SENDCos/Assistant Head Teaching and Learning	Sep 2025 – staff training to support visual impairment Ongoing weekly staff drop in re visual impairment Autumn 2025 Access arrangements training for staff Demonstrated to students using the software in exams. Completed 2025/6 - will need updating depending on usage
	Establish consistent way for laptop users to submit work – prep and senior	Work submitted and responded to by staff consistently	1 year		Prep – all printed Seniors - Discussed - ongoing
	Continue to monitor the need for appropriate Access Arrangements for students with a disability.	Ongoing	Ongoing	Ongoing	Continue to ensure appropriate AA, eg. numbers requiring word processor are increasing. Need to monitor to ensure sufficient resource. Increasing need for alternative accommodation in exams (eg. Due to scribing, medical needs).. Need to review Update to access arrangements policy September 2026 to add clarifications. Significant changes in 2025/6 - new information gathering systems established

To improve delivery of information.	Ensure students can access Microsoft Teams and know how to organise and find information.	Organised students with notes available for all subjects	1 year	Heads of Department, SENDCo, Deputy Head (Academic)	Senior – induction day for new students, Tech Tuesday support
	Make more use of digital screens to inform students about disability	More awareness and appreciation of SEND.	6 months		Seniors? Prep – student led assemblies, neurodiversity group, organisation mentoring for specific students Prep – cheerleaders for vulnerable girls
Review staffing for provision of students					

Physical Environment

The school encourages the parents of those for whom special access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil's needs may best be met, both during the application process and also after admission. An individual Risk Assessment is created alongside a Personal Emergency Evacuation Plan where required, both of which are discussed with the pupil's parents and the pupil.

B. Accessibility Plan to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided					
Target	Strategies	Outcomes	Time Frame	Resources/Cost	Progress/ Goals Achieved
Adaptation to Learning Support room to facilitate increased support	Improve support space for intervention, retreat, ELSA etc	Improved support for SEND pupils and those with other needs eg EAL, SEMH support as required	Annual review	SENDCo, DFO	Currently no additional permanent space available. SEND department also utilising Library at times
Appropriate access to Access Arrangements.	Review number of laptops / rethink.	Appropriate availability of exam laptops for need re typing & reader/scribe.	1 year	SENDCo, Academic deputy, DFO, IT	Liaising with exams officer

C. Accessibility Plan to improve the availability of accessible information to disabled pupils which is readily accessible to pupils who are not disabled					
Target	Strategies	Outcomes	Time Frame	Resources/Cost	Progress/ Goals Achieved
Review staffing for SEND provision	Review staffing and allocation in line with increased needs, numbers and curriculum constraints	More effective, targeted support.	Reviewed annually and according to student need	SENDCo, HLTAs, TAs, Academic deputies, Senior deputy	Prep – increase in TAs trained in catch up Senior – cover maternity leave for HLTA – Maths specialism SYA retained 2 days a week for Sept 2026 onwards, CWE to 4 days
Improve outreach and communication with parents	Use of Tooled Up, parent talks, external speakers	Parents will have improved knowledge of SEND and procedures	Ongoing	tbc	Senior – Y7 SEND coffee morning To run – Y9 access arrangements coffee morning SEN coffee mornings – Y7, ADHD, information in SchoolPost
Improving Year 6 to 7 transition for students with SEND.	Continue to liaise with Prep. More communication with local primary school / other feeder schools. Pass on information to Prep re; GCSE / A Level results for appropriate conversations with parents	Positive transition experience for students and families	Annual	SENDCo, Transition lead, HoY, Year 6 teachers	- Extra taster days, school visits - Meetings with parents in Summer Term - SENCo liaise with feeder school SENCos Embedded and ongoing. CWE meeting with local feder school Hornsby Hous

Admissions and Curriculum

We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled pupils at a substantial disadvantage (the reasonable adjustment duty) in matters of admission and education. The School will ensure that families, for whom English is an additional language, have access to materials about Streatham & Clapham High School and the curriculum translated into their languages, where appropriate and where feasible within practical and budgetary constraints. We will ensure that the admissions policy is objective, clearly set out and does not disadvantage certain groups. Students have equal access to all programmes of study and extra-curricular activities. Constraints of time and space may make some restriction in choice of optional activities inevitable but efforts will be made to prevent this.

Behaviour and Discipline

The School sets out in its Behaviour Policy the expectations that students respect differences between people. Sensitivity and respect is fostered and reinforced between staff and students and amongst students, through our general ethos. The School acts promptly to investigate and if necessary act on any claims of discrimination.

Roles and Responsibilities

The general duties of the school in relation to equal opportunities are the responsibility of all members of staff and people involved in working at the school. Specific responsibilities include:

Head

- Monitoring and evaluating the effectiveness of the policy with regard to employment and admissions
- Should the need arise, developing and monitoring of Action plans arising out of the policy
- In preparing an accessibility plan, work in conjunction with the GDST to allocate adequate resource for implementing the plan.

Deputy Heads

- Ensuring the training in equal opportunities work is available to all members of staff

Monitoring arrangements

This document will be reviewed at least annually as part of the school strategic planning process and actions incorporated into the school annual development plan with a whole-scale review every 3 years. It will be approved by the Head, along with an audit by the GDST.

Related policies

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

- Admissions Policy;
- Equal Opportunity Policies;
- Inclusion Policy;
- Exclusions Policy
- Special Educational Needs and Disabilities Policy