



STREATHAM & CLAPHAM HIGH SCHOOL

ACCESSIBILITY PLAN 2023-25

Person(s) responsible for this policy		Deputy Head-Pastoral, DFO, Deputy Head-Academic, Head of Learning Support, Deputy Head of Prep	
Last review by	M Weatherhead and C Weatherhead. Alison Bullock	Review date	September 2023
Date of next review		September 2024	

Streatham & Clapham High School recognises its duties under the Equality Act 2010 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 services, including after-school care and co-curricular activities
- Behaviour and discipline policies
- Premises

The Accessibility Plan is subject to a three-yearly schedule of review and revision, with annual monitoring and review to assess provision for students with disabilities and progress in implementing the Plan. The DFO, through the Health and Safety Committee, is responsible for co-ordinating the implementation of the plan with specific responsibility for physical requirements. The Deputy Head, Academic is responsible for the implementation of other aspects of the plan, including the dissemination of information to staff.

Risk assessments and procedures are in place to include the assessment of the individual needs of disabled pupils, and a personal emergency evacuation plan (PEEP) is agreed with pupils and parents when deemed necessary or appropriate.

[Comments in square brackets indicate the most recent review of the entry in the table]

Curriculum Access

Curriculum access is addressed on a case-by-case basis. 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 after admission. It is also the case that school is aware of occasional access needs or restrictions on movement. This is provided for by an assessment of need by the school nurse (or appropriate staff member) then lesson locations and facilities access are adjusted accordingly. This discussion leads to an evaluation based around the following headings:

Target	Strategy	Outcome	Achievement	Resourcing
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<p>Improve identification of pupils with SEN.</p>	<p>Senior - Information gathered from parents and previous schools for new entrants – co-ordinated by HoTransition, HoLS, Prep.</p> <ul style="list-style-type: none"> • MidYIS tests completed in September of U3 • Yellis in September of L5 • ALIS in L6. • GL Exact in Y9 and new arrivals thereafter. Results analysed by HofLS, LS department and Academic Director. <p>Triangulate information gathered from these baseline tests & information from teachers/LS dept incl Autumn Y7 in-class observations. Pathways and procedures identified for high frequency needs.</p> <p>Prep - GL/ CAT4 and The White Rose assessments used to review and identify needs. Termly writing assessments.</p> <p>Prep SENCO, alongside Deputy Head reviews data and oversees external assessments with parents.</p> <p>Internal assessments offered ahead of EP process.</p> <p>Senior – pathways for identification and graduated response identified</p> <p>Learning Support department provide additional psychometric tests which can be used to identify SpLDs</p> <p>Develop links between the Senior and Prep Learning Support departments through half termly meetings of SEN and core subject leads in both parts of the school to ensure Senior school and Prep school can meet the needs of the pupils on roll.</p>	<p>Pupils with SpLDs identified at the earliest opportunity to maximise impact of support</p> <p>Information used to support students in class and through intervention as required.</p> <p>Increase access to the curriculum with specific support and tailored resources. Increase in independence of all pupils.</p> <ul style="list-style-type: none"> • Learning Support pupils clearly identifiable on Sims. • Graduated response rolled out from Sep23 • Improved scaffolding/ differentiation to support progress of all pupils 	<p>Improved access to the curriculum through quality first teaching including differentiation, specific support and tailored resources; greater confidence and achievement for pupils</p> <p>In place for SEN – led to agreed roll out of Provision Map across both sites</p>	<p>GL Exact exact £800 pa</p> <p>MidYIS testing financed via GDST</p> <p>ALIS</p> <p>Yelis</p> <p>Psychometric tests for access arrangements</p> <p>Provision Map -£2200 partly financed by reduced GL Exact screening (previously Y7, 9 & 12 for all students)</p> <p>Time: Learning support to set up Prov Map, internal assessments and CPD</p> <p>Training for LS department – some through Trust offer</p> <p>Time: meetings of key personnel. HoDs, HMS, HofLS, Deputy Head, Academic, Data Manager – regularly scheduled during term and at key intervention and assessment points</p>
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<p>Learning support provision - both within the LS department and wider school - meet need of pupils.</p>	<p>Senior - Use pathways for high frequency needs to ensure identification and support is appropriate.</p> <p>Suitable curriculum pathways to be explored 2024-25 for students who may struggle with existing model.</p> <p>Graduated response with targets for all staff/students from Sep23.</p> <p>Entry/exit points for interventions established as appropriate.</p> <p>Liaison with external agencies as required.</p> <p>Routine QA activities by senior colleagues, Head of LS and HoDs</p> <p>Prep - half termly meetings for SEN girls/parents.</p> <ul style="list-style-type: none"> - provision maps in place for SEN pupils, discussed at academic board - external agencies support specific girls with more complex needs (e.g.: CENMAC/ VI sensory service/ SALT etc) 	<p>Suitable provision available across curriculum throughout school.</p> <p>HoDs to identify SEN modifications to curriculum and share with HoLS/Academic Deputy</p> <p>Improved pupil independence as they progress through the school.</p> <p>Action: Head of LS, Academic Director</p> <p>Progress against SEN targets using Likert scale on Provision Map from Sep 23, along with curriculum progress in core subjects</p>	<p>Confidence and achievement of pupils; lessons specifically meeting needs of all pupils.</p> <p>Specialist equipment and support for VI student</p> <p>Social skills groups lunchtimes from Nov 2022</p> <p>Introduction of ELSA support sessions from Jan23</p>	<p>Learning Support department time and staffing.</p> <p>From Sep 22 - U3 – initial support provided in class, U4 upwards majority through targeted intervention. Senior school capacity reduced Jan-July 23 due to one HLTA also being ELSA</p> <p>Sept 23 onwards increased capacity through new transition TA role</p> <p>CPD via GDST and external sources for department and teaching staff. £5k (3years – prioritised by dept reviews and pupil need – allocate 10% of CPD budget each year)</p> <p>In Y6, the Prep ‘group’ the girls for Maths / English. In other year groups (from Y3-5), ‘grouped interventions’ which change on a regular basis.</p> <p>Routine item on HoD agenda and Academic committee at Senior School</p> <p>External agency provision as required. Hourly rates of approx. £50 p/h, to be time limited and tied to targets for pupils</p> <p>Staffing – Transition LSA/HLTA (still recruiting Sept 2023) from</p>
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Target	Strategy	Outcome	Achievement	Resourcing
				<p>Oct 2023 to support transition and catch up – Y6/7</p> <p>Smaller English teaching group for KS4 taught by specialist.</p> <p>Continuation of Maths small class.</p>
<p>Improve identification and support of pupils with mental health issues.</p>	<p>Weekly HoH meetings.</p> <p>Bi-weekly Inclusion meetings to identify and track vulnerable students</p> <p>AS STEER from Oct 22 to aid identification.</p> <p>Wellbeing Hub from Feb 23 to support students, parents and staff.</p> <p>CPD around mental health identification and support</p> <p>Mental health issues a priority in PSHCE provision and in HM team meetings.</p> <p>CPOMS used by all staff to record and collate all information on pupil welfare.</p> <p>Counselling service available to all girls, depending on need – Prep School and Senior School.</p> <p>ELSA support available</p> <p>Report to SLT termly on key themes from pastoral and academic teams that relate to mental health and academic performance and key factors or identifiers such as SEN, mental health and safeguarding</p>	<p>Early identification of pupils.</p> <p>Positive tool used by pupils to monitor own wellbeing and develop self-awareness.</p> <p>Early help assessments when required and multi-disciplinary agencies used effectively.</p> <p>Reduced absence/ increased engagement</p> <p>Action: DH Pastoral, DH Academic, HoLS, counsellor, ELSA, HoH, tutors/staff</p>	<p>Improved attendance Summer 23 including EBSNA students</p>	<p>CPD:</p> <p>Communication and time for key events in school, planned and communicated to school community</p> <p>Schl counsellor @ £17k pa</p> <p>ELSA -</p> <p>RW completed Diploma in Trauma and Mental Health.</p>

Target	Strategy	Outcome	Achievement	Resourcing
Improve awareness and understanding by staff of wellbeing and mental health matters	Engage survey Wellbeing Hub AS STEER Assemblies PSCHE curriculum/Sixth form program	Early identification of staff/pupils who may have wellbeing needs. Flexibility of approach from school at different times. Action: Head, DH Pastoral, DFO, SLT and Line Managers	Increased staff awareness and aptitude in identifying early signs of required support and appropriate strategies for them to support girls or refer to other services Reduce absence, improved performance and outcomes	Wellbeing events provision to include physical activities and social events in/out of school. £1500 pa Provision on staff training days - half day to one full day each year
Classroom practice enables all pupils to make at least expected progress	Both sites - All teaching staff have access to and use the Learner Profiles/provision maps for pupils with SEND. Move to Provision Map to aid accessibility from Sep23 Audit staff training requirements using lesson observations, pupil voice and staff feedback and provide required CPD. Digital resources used effectively to enhance delivery for SEND pupils. Learning Support department to offer support in lessons for literacy and numeracy. Advice for delivery methods to aid learning of those with SEND to be given to staff with higher proportions of SEND pupils or specific identified needs. Head of Learning Support to meet with NQTs as part of their training programme. Use of external agencies for staff training when pupils have specific needs. Eg. Sensory impairment, visual impairment, hearing impairment, etc	Improved scaffolding, differentiation and therefore progress for SEN pupils. More confident and engaging teaching. Similarity in results achieved at GCSE and A-Level by cohort and pupils with SEND. Evidence of implementation of learner profiles part of all lesson observations Action: Head of LS, DH Academic, HoDs, teaching staff		External CPD £1200 pa Feedback from QTL activities via SLT observations, department observations and part of routine department meetings External CPD on high frequency needs incl ASD as stipulated in student EHCP

Target	Strategy	Outcome	Achievement	Resourcing
School community understanding and awareness of disability issues, impact in school and strategies to support access.	<p>Provide ongoing training for governors, staff, students and parents through Head of LS or external partners as appropriate.</p> <p>Review PSHCE programme to incorporate training and insight on disability.</p> <p>Assemblies to raise the girls' awareness of SEND issues.</p> <p>Weekly drop-in sessions offered to staff to aid inclusion/support for VI student along with VI specialist support</p>	<p>Whole school community aware of issues relating to access.</p> <p>Action: DH Academic, Head of LS-CPD, HoD PSHCE.</p>		<p>CPD £1500</p> <p>Time for Head of Learning Support/ to run training on study days and during staff meetings - over two years</p> <p>Additional VI training throughout 2022-3 including Su2 and initial INSET days Sep23</p>
Ensure ICT use maximised to support learning and access to learning	<p>Digital devices used appropriately by SEND pupils.</p> <p>Online resources and digital textbooks available to support pupils in school and out of school.</p> <p>Touch typing intervention offered to KS3 students identified as benefitting from laptop.</p> <p>Standardise submission process for students working on laptops to ensure regular teacher feedback.</p> <p>Use of specialist software e.g.: Clicker6 to support visually impaired students/ students with specific needs.</p>	<p>Digitally confident students who can access and manipulate information provided; teachers who provide information in formats that allow for personalised learning</p> <p>Action: Head of Digital Learning, Digital steering group, HoDs, HMs</p> <p>Nov 22 Additional provision to support touch typing in school</p> <p>Ongoing support including via outside agencies for VI student re technology</p>		<p>Digital resources:</p> <p>Departments: £40k pa</p> <p>CPD – in house and via GDST.</p> <p>Learning support digital tech budget £2k pa</p> <p>Co-curricular activities that support use of digital citizenship £2000 pa</p>

Target	Strategy	Outcome	Achievement	Resourcing
Ensure access to curriculum lessons for those pupils with ongoing or temporary physical disability.	<p>PEEPS and risk assessments completed.</p> <p>Additional fire evac training done with specific pupils</p> <p>Flexibility with curriculum design and timetabling to enable access to lessons.</p> <p>Lift access to all as required in Senior school.</p>	<p>Inclusive curriculum where possible for pupils with disability. Flexibility and modifications as required.</p> <p>Curriculum design in collaboration with external agencies and parents eg for VI EHCP student</p>	<p>Access to all school areas for all disabled students where possible and alternative provision if an area cannot be accessed due to the physical nature of the sites, particularly at Prep School</p> <p>Senior – access to lift for all pupils as required</p> <p>Weekly mobility sessions with specialist for VI student</p> <p>Modified timetable for long Covid student etc</p>	<p>CPD through GDST or external sources to train staff who might support students. Training updated as staff leave, and certificates expire to ensure compliance with H&S – monitored by H&S co-ordinator</p> <p>Training: Centrally provided</p> <p>Physical resources: effective use of rooms, £1k pa for adjustments as needed</p>

Improving the delivery of written and spoken information:

Target	Strategy	Outcome	Achievement	Resourcing
Written material available in different formats or languages.	<p>SIMS Parents app used to streamline communication process</p> <p>Translation services if required</p> <p>Adapted texts tailored for different needs as required including Braille and Zychem.</p> <p>Coloured paper/books/overlays available as required</p> <p>Regular visits from external agencies for visually impaired and hearing-impaired pupils.</p>	<p>Information adapted to suit needs of full range of learners to ensure inclusion and progress.</p> <p>Action: Director of Marketing /Head of admissions/All teaching staff</p>	<p>Modified resources regularly provided for VI learner.</p> <p>Students accessing curriculum via laptops/ipads/with overlays as required</p>	<p>Translation services when required: costed as required</p> <p>Braille/Zychem paper/specialist equipment to support VI learner. Specialist LSA to modify materials.</p>
Ensure all documentation is accessible for those with visual impairment.	<p>Use of IT – RNIB bookshare/ enlarged papers requested for assessment purposes/ training in clicker6 and other specialist technology.</p> <p>Senior - Staff training on expectations, responsibilities and support for those working with VI students.</p> <p>Weekly drop-in session with specialist TA and specialist teacher</p> <p>TA support to ensure accessibility of key resources and documentation.</p> <p>Weekly support from LA specialist teacher</p>	<p>All school information available for all.</p> <p>Action: Head of Learning Support/Academic/ (parent and community)</p> <p>Zychem and embosser</p>	<p>Improved progress by VI student and feedback from student/parents/LSA</p>	<p>CPD via GDST, external agencies and via IT team</p>
Improve access to information provided	<p>Resourcing in line with student needs (student chooses not to use hearing loop –</p>	<p>Improved access to information for students,</p>	<p>Delivery of school information to pupils & parents with hearing</p>	<p>Specialist hearing support £10k pa as needed</p>

Target	Strategy	Outcome	Achievement	Resourcing
for those with hearing impairments.	but live speaker required for language aural etc).	parents and visitors with hearing impairments. Action: Head of Learning Support, DH Academic, (parent and community)	impairments improved; awareness that school is supportive of all needs of its community	supported by EHCP or school budget

Access to Premises

Access to the premises is addressed on an individual basis. 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 (PEEP) where required both of which are discussed with the pupil's parents and the pupil.

Access to the premises by the general public is encompassed by the Evans Jones Access Audit and actioned as below.

This discussion leads to an evaluation based around the following headings:

Target	Strategy	Outcome	Achievement	Resourcing
Ensure signage across the school sites match needs of all	Bold/ enlarged text signage where appropriate to enable visually impaired pupils' accessibility	Improved signage across the school sites, improved access to the school environment for pupils. Action: DFO/marketing	Improved accessibility for all disabled persons who use the school sites including students, staff, parents and visitors.	Input from specialist agencies for students with specific needs
Ensure that individual risk assessments and Personal Emergency Evacuation Plans (PEEPs) are provided for pupils with disabilities across both school sites	Ensure compliance with legislation and access available to pupils with disabilities. Maintain safe refuge areas, training on staff in supporting pupils with PEEPs PEEPs written promptly by the school nurses, shared with staff Seek information from visitors regarding specific requirements	Improved accessibility for pupils with disabilities. Awareness of staff of the specific needs of the student. Action: DFO, H&S co-ordinator/Nurse	Clear evacuation process for all pupils, staff and visitors Prep - Modification to ramps	CPD through GDST / external sources for fire marshals and other staff who might support students. Training updated as staff leave and certificates expire to ensure compliance with H&S – monitored by H&S co-ordinator
Ensure the GDST access audit plan is reviewed annually	To ensure compliance with legislation and to ensure access available to students with disabilities both current and those who may join the school in the future.	Improved accessibility to the school environment for students, staff and visitors with disabilities. Action: DFO	Improved accessibility for all disabled persons who use the school sites including pupils, staff, parents and visitors.	Audit centrally paid for by GDST; plan co-ordinated by DFO and Estates Bursar within School maintenance programme £100k each year, with focus on Prep accessibility

Target	Strategy	Outcome	Achievement	Resourcing
Raise the awareness of adults working at and for the school regarding access requirements for different types of disability.	<p>Conduct audit of requirements for further training needs, with reference to hearing, visual and physical needs of current staff and pupils</p> <p>Use of external agencies – sensory service mobility officers. Visually impaired teachers from within sensory service offer staff INSET/ training.</p> <p>Specific risk assessment, meetings and OH documentation used to plan further assistance required</p> <p>Training days used to raise awareness with staff</p>	<p>Whole school community aware of issues relating to access.</p> <p>Action: DFO, HoLS</p>	All students can access school site safe	<p>Discussion at SLT, Health and Safety meeting for discussion and action through staff meetings; curriculum points to be part of departmental agenda.</p> <p>HoD safety plans address needs of pupils</p> <p>Nurse to meet with pupils/parents where needs are identified, and plans write to support needs. SLT to support and meet with staff in same manner</p>
Improve accessibility for VI pupils.	<p>Senior - Review and implement location of school lockers and move from corridor locations. Ensure corridors clear</p> <p>Prep -review by DFO and Estates Bursar to address the different levels and limited accessibility of key areas of the Prep School</p> <p>Improve site accessibility including the installation of ramps, improved corridor access, additional lifts/platforms to allow access to Sports Hall</p> <p>Review current layout and flow around both sites, including environs</p>	<p>Portable ramps purchased if necessary whilst review undertaken of Prep School and School estate and plan written and resourced</p> <p>Evacuation plans to be reviewed once new measure in plan</p> <p>Same services and opportunities available to all pupils</p>	<p>Lockers relocated to make corridor space wider to improve pupil flow and provide greater wheelchair access</p> <p>Improved access for those with disabilities to Prep School and Senior School</p> <p>Labelling of doors in braille for y8 VI student</p>	<p>Locker relocation and replacement programme £150k with timescale of 3 years <i>[Locker use has been restricted and current plan on hold as need for lockers is re-assessed.]</i></p> <p>Review and implementation of Prep School improvements £300k over 3 to 5 years; timing subject to budget but aim for £100k pa</p>

Target	Strategy	Outcome	Achievement	Resourcing
	Resources a wheelchair minibus or other vehicle as current fleet is replaced			Additional vehicle leasing £500 pcm <i>[new transport company engaged providing greater flexibility on provision.]</i>

Monitoring

This implementation of this plan is monitored through SLT, HoDs, HMs, Health & Safety committee and through GDST audit processes. It shall be reviewed at least every year and revised every three years.