



THE CAMDEN
SCHOOL FOR GIRLS

School Accessibility Plan



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Approved by F&P Committee :	March 2024
Review Date:	March 2027

Camden School for Girls Accessibility Plan – March 2024

A disability is defined as a physical or mental impairment which has a substantial, long term and adverse effect on a person's ability to carry out normal day to day activities.

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEN) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- *To increase the extent to which disabled students can participate in the school's curriculum.*
- *To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.*
- *To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.*

The purpose and direction of the school's plan: vision and values

Camden School for Girls is committed to ensuring that all members of the school community are able to use the school and its facilities fully and that students have full access to the curriculum and associated activities.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

Increasing the extent to which disabled students can participate in the school curriculum

The governors and staff of Camden School for Girls are committed to the inclusion of all students with special educational needs and disabilities in the full life of the school, with equal access to a broad and balanced curriculum.

This is supported through:

- A clear and user-friendly Supported Students List shared with all teaching and curriculum support staff at the beginning of each Term to ensure needs are known and understood by staff.
- Learning Strategies in place for all students with an identified SEND in order to support the inclusion and effective support of all students through Quality First Teaching.
- Regular meetings between CAMHS, Educational Psychology, Hearing Impairment Specialist Teacher, Occupational Therapy, and Speech & Language Therapy to inform Learning Strategies and other support and intervention.

- Regular meetings to share information and good practice with teaching assistants which will inform their work with disabled students. E.g. Weekly Support for Learning briefings, regular Learning Community meetings.
- Ongoing focus and training within the school on developing quality first teaching which is inclusive for all students through whole school INSET, Teaching and Learning Forums, specialised workshops on supporting specific barriers to learning, and whole school training sessions in supporting medical needs.
- Half termly meetings with Camden SEN through the secondary SENDCo Forum, with information shared with Senior Leadership Team
- In-house and borough-wide CPD and relevant training provided for Learning Support Assistants.
- Staff and governors are made aware of their responsibilities and requirements under the new legislation through the SEND Policy, Access Arrangements for Public Examinations Policy, Accessibility Plan, and Medical Needs Policy.
- Enhanced access provided by effective deployment of teaching assistants and learning mentors.
- Adaptations to the curriculum that enhance inclusion, including focused intervention groups, personalised curriculums for the students with the most complex needs and specialist support from external professionals.
- Accessible extra-curricular clubs to ensure students with special educational needs and disabilities can access and enjoy all aspects of school life.

Areas for development

- Incorporate the needs of young people with disabilities fully into whole school teaching and learning training.
- Develop expertise in supporting students with mental health needs to fully access the curriculum.
- Develop links with local providers to create a 'foundation' learning pathway in both Key Stages 4 and 5 for students with physical disabilities and more complex learning needs.
- Ensure that students with complex medical needs are not disadvantaged in accessing the curriculum through either their absence or the impact of their health on learning.

Improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services:

- The recent building improvements in the main school foyer and the sixth form block have provided increased accessibility through the installation of powered, accessible doors and improved paths. New doors are wider to accommodate wheelchairs and the foyer space is uncluttered with ramp access.
- The school is not fully DDA compliant as the design and age of the main school building, the music house and the sixth form block mean they could not be converted by reasonable adjustment.
- Only the newer Camden Building has lift access on all floors and the studio is a single storey building with ramp access.
- The corridors in the main school building and the music house are narrow and could not be widened. Lockers and storage cupboards have been moved from the corridors where possible to reduce congestion.
- There are accessible toilets on every floor of the Camden building but not in other buildings that do not have disabled access to all floors. There is an accessible toilet on the ground floor of the main building for visitors, students and staff members.
- There is not a hygiene room for students who may require personal care.

- The school does not have specific disabled changing facilities but the changing facilities in the gym are accessible to wheelchair users.
- The main hall, sixth form hall, studio and music hall are fully accessible but we do not have specific designated wheelchair spaces.
- We have one designated disabled parking bay on site and there is further parking available on the street outside the school which can be used by disabled parents and/or students.
- Disabled students would not be able to access all areas of the school because of the age and design of some of the school buildings.

In addition, we address access needs for students with disabilities through a variety of other methods:

- Providing suitable transport for school trips or off-site activities.
- Providing alternative activities for disabled students who could otherwise not fully engage in particular activities e.g. Sports Day.
- When planning school trips we ensure that all students have the opportunity to participate in school visits irrespective of attainment or impairment. We provide additional support on residential trips to ensure that all students can access them irrespective of need.
- We ensure that teaching assistants are trained to support students with sensory needs and physical disabilities.

Areas for development:

- We have improved access around the school site by upgrading paths and signage but this work is ongoing.

Improving the delivery to disabled students of information that is provided in writing for students who are not disabled

As an inclusive school, Camden School for Girls makes every effort to ensure that students and parents with disabilities have full access to all relevant information.

This is achieved through:

- Termly face to face meetings with parents at which interpreters, including for British Sign Language, are present.
- Parent Links Workers arrange coffee mornings and teaching sessions to ensure that parents understand all key school information.
- Enlarged texts and interactive whiteboard slides are provided for students with visual impairments.
- The use of subtitles when students are accessing audio-visual resources, and transcripts for audio resources.
- Carefully considered seating plans to support students with sensory and physical needs.

Areas for development:

- Extend number of eBooks and talking books in the school library.
- Ensure that parents have equal opportunity to access information from school by highlighting that larger print text is available on request.
- Develop bank of resources in larger text.

Updated: March 2024

To be reviewed: March 2027

ACTION PLAN

Action	Lead Staff	Resources	Evidence of Impact	Monitoring	Timescale
Access to Curriculum eg. Provide staff training on how to support students with mental health difficulties	SENDCo	CAMHS worker School nursing team Assessment Hub Brief Therapist Counselling project	Early identification of possible mental health issues Staff confident in referring students to the correct level of intervention Students will not reach crisis point before being identified for support Reduced absence rate/dropout rate	CAMHS & Brief referrals – type and frequency AHT supervision of CAMHS in school Attendance data Progress data Student surveys	Ongoing
Train SfL staff to use a range of technological aids to support learning	SENDCo	HI Specialist Teacher Speech & Language Therapist	Strong progress and attainment for students with sensory and physical needs. Students are aware of and confident in using Access Arrangements for internal and national examinations.	Monitoring outcomes for students with EHC Plans Progress Checks Profiles Target Review Meetings with outside agencies	Ongoing
Improve liaison with LA and local Post-16 providers to support students with disabilities when transferring into KS4 and KS5	SENDCo	Secondary SENDCo Forum Educational Psychologist Connexions	All students will secure a place in an appropriate and exciting post-16 environment	Termly reviews of EHCP Targets EHCP Annual Review meetings Careers advice and input	Ongoing
Access to Information	SENDCo	Dependent on individual needs	All parents and pupils are able to access all appropriate information in a format appropriate for their needs.	SENDCo Parents/ student feedback	Started 2018 and ongoing.
Improve signage around the school to highlight disabled access into the school for visitors.	Bursar/ Premises Manager	Up-to-date signage.	Disabled visitors can confidently find their way around the school site.	Premises Manager Site inspections. Governor site inspections. Parents/ student feedback.	Ongoing.