



The Tiffin Girls' School

ACCESSIBILITY POLICY AND PLAN

REVISED November 2022

Aims

1. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - a) Increase the extent to which disabled students can participate in the curriculum
 - b) Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
 - c) Improve the availability of accessible information to disabled students
 - d) Ensure that all staff have the support they need to fulfil their role to the best of their ability
2. The Tiffin Girls' School aims to treat all its students and staff fairly and with respect. This includes providing access and opportunities for all students and staff without discrimination of any kind.

Legislation and Guidance

3. 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.
4. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
5. 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, Speech, Language and Communication Needs (SLCN), cognitive impairments and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Additionally, students with SEMH (Social, Emotional and Mental Health) challenges may qualify as disabled and require adjustments. The School recognises that many disabilities are 'hidden' and therefore ensure staff are made aware of students whose disabilities may not be immediately obvious.
6. Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. Schools are required to make 'reasonable adjustments' for staff to support them in their roles.

Policy

7. The Governing Board recognises and accepts that every student who meets the admission criteria has the right to a full education regardless of any impairment. It is the policy of the Governing Board to take all necessary steps to meet its responsibilities and therefore to make provision, over a given period, to ensure that all students have access to the curriculum as well as the site/buildings.

8. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents/carers and visitors, including those that are letting the school's facilities, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act with regard to disability and to developing a culture of inclusion, support and awareness within the School.
9. The school will maintain an Accessibility Plan, managed by the Deputy Headteacher with the Operations Director and in collaboration with the SENCO, which shows how access is to be provided and improved for disabled students, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The current version of the Accessibility Plan is shown at Appendix A.
10. Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan which will be reported upon annually in respect of progress and outcomes, and include a projected plan ahead of the next review date.
11. The school will seek specialist support and advice from the Local Authority (Achieving for Children) and other relevant educational experts as required.
12. The Accessibility Plan contains relevant and timely actions/references to support:
 - Increased **access to the curriculum** for students with a disability.
 - Expanding the curriculum as necessary to ensure disabled students are equally prepared for life as are non-disabled students. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school trips - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe.
 - Improved **access to the physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - Improving the **delivery of written and electronic information** to disabled students, staff, parents/carers and visitors. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.
13. Access to the curriculum is incorporated within wider school policies such as Admissions, Curriculum, Online Safety, Examinations, Exclusion, Equality and Diversity, Behaviour for Learning, Safeguarding, SEND, Work Experience, Supporting Students with Medical Needs.
14. The intake of the School is reviewed each year for any accessibility restrictions of new students. Accessibility arrangements will be made in accordance with any new requirement. Currently there are no students or staff requiring special mobility impairment accessibility arrangements to any part of the School.
15. If a student or member of staff is temporarily unable to move around the building freely, a PEEP (Personal Emergency Evacuation Plan) must be completed. This may involve some or all of the following
 - Relocation of lessons to alternative accessible areas of the school
 - Allowing a student to leave lessons early to move around the school easily
 - Allocation of a buddy who will support a student when moving around the school and in the event of a fire drill or other emergency
 - Communication of how to access refuges where necessary in the event of a fire drill or other emergency
 - Allocation of a member of SLT to collect the student or member of staff from the refuge in the event of a fire drill or other emergency

- 16.** If a visitor to the school is disabled or unable to move around the building freely, the school operates a system of GEEPs. (General Emergency Evacuation Plans) Information is displayed in the school office and visitors are invited to bring their need for a GEEP to the attention of school staff. This may involve some or all of the following:
- Relocation of lessons or other activities in which the visitor is participating to alternative accessible areas of the school
 - Identifying times that will allow the visitor to move around the school easily
 - Communication of how to access refuges and/or exit the building where necessary in the event of a fire drill or other emergency
 - Allocation of a member of SLT or the premises staff to collect the visitor from the refuge in the event of a fire drill or other emergency
 - Adjustments to the physical spaces that will be used by the visitor while they are on the school site.
- 17.** An accessibility audit on the physical environment (Appendix B) will be completed by the school yearly covering this plan in order to inform the development of the Accessibility Plan for the on-going period. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.
- 18.** All new building work is assessed for inclusion of future-proofed accessibility requirements and such needs are accommodated where practical within legacy buildings for refurbishment work.
- 19.** Development training for staff will recognise the need to continue raising awareness on equality issues with reference to the Equality Act, including understanding disability issues.
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APPENDIX A

Accessibility Assessment – Physical Environment

- A. In the original building, disabled access is possible on ground floor level only but as all specialist curriculum teaching facilities are on the ground floor – wheelchair or ambulant disabled people are able to access all areas of the curriculum.
- B. The Holdsworth Wing has a lift for wheelchair users and disabled toilets on the ground and second floor.
- C. In the food room (Art/DT block) and the ground floor science labs S01 and S02 – specialist provision has been made for disabled users with a station in each room with adjustable height furniture, appliances and services.
- D. The LRC in the refurbished atrium is accessible at ground floor level. Access to the first floor area of the LRC is provided by the lift in the Holdsworth Wing.
- E. The two classrooms above the LRC are on the second floor of the Holdsworth Wing and therefore accessible via the lift.
- F. Access to the gymnasiums and Sports Centre reception are compliant with ramps, disabled toilet and showering areas. Changing rooms are situated on the ground and first floors. Note, the sports facilities are let to third parties.
- G. The following specific areas do not have wheelchair access arrangements and special measures would need to be taken should access be required by anyone with a relevant disability:
 - Modern Foreign Languages department on the first floor of the main building.
 - First floor of the science wing.
 - Upper floor of the sixth form centre.
 - First floor of the Rivermead wing.
 - Viewing gallery of Sports Centre
- H. No areas in Section G include specialist curriculum facilities or equipment:
 - Lessons will be relocated to alternative accessible areas of the School when such need arises
 - None of these areas are considered as requiring access for visitors to the School. Should any disabled visitor require such access then appropriate arrangements to accommodate that situation will be made at the time.

APPENDIX B**Accessibility Plan Checklist Form**

Location	Accessibility Issue	Remedial Measures Proposed	DC	P	Estimated Cost
Science – first floor	No lift access	Students would be taught on ground floor or in the Holdsworth Wing as required	WC/Am		
Rivermead – first floor	No lift access	Students would be taught on ground floor or in the Holdsworth Wing as required	WC/Am		
Modern Foreign Language Department – first floor	No lift access	Students would be taught on ground floor or in the Holdsworth Wing as required	WC/Am		
Sixth Form – Upper floor	No lift access	Learning area on lower Sixth Form floor	WC/Am		
Sports Centre – Viewing Gallery	No lift access	Viewing area also available on ground floor	WC/Am		
Classrooms	Access to written learning resources	Production of materials with specific fonts or sizes of text. Application of subtitle facilities. Use of coloured filters. Other adjustments to provide access to written resources, whether on paper or online.	V/L/Au		
Classrooms	Access to learning activities in classrooms	Provision of physical aids and adaptations to the physical learning environment in the classroom to ensure access.	D/A/D		
Classrooms	Ability to participate in learning activities such as classroom discussions	Provision of specialist auditory or other aids to ensure access to learning. Provision of microphones to staff who may need them to communicate clearly while wearing masks, should there be a need for these to be worn. Use of visors by staff and students in classes where there are students who benefit from being able to lipread, should there be a need for face coverings. Classroom routines to support access to learning. Relevant training for staff and guidance for students. Consideration to be given to sensitive topics that may impact negatively on students with wellbeing and mental health challenges.	Au/L/SEMH/M		
Online learning	Ability to participate in learning activities such as	Use of captions in google meets and online assemblies / meetings.	Au/L/SEMH/M		

	discussions. Ability to hear and follow teacher input.	Use of chat function in addition to verbal communication. Sharing audio files with students so they can listen to them directly. Sharing resources with students to enable them to review them and work through them independently.			
Public Examinations and Admissions Tests	Access to reasonable adjustments to demonstrate ability	Assessment by SENCO in advance of public examinations and admissions tests for access arrangements. Liaison with Examinations Officer / Admissions Manager to ensure agreed access arrangements in place.	W/Am/V/Au/D/L/ SEMH/M		
Extra-curricular activities	Ability to participate	Discuss extra-curricular activities with individual students, and make appropriate adjustments. Include access arrangements in planning for off-site and residential visits for year groups including students with access requirements. Wellbeing/safety plans to be put in place if needed for students with SEMH challenges Individual Health Plans to be adhered to and adjusted for students with medical needs	W/Am/V/Au/D/L/ SEMH/M		
Visitors to the school	Access to spoken, written and electronic information	Provide sign language interpreters as required Provide handouts where required. Inform visitors that these can be requested. Ensure access to school events. Ensure that visitors know they can make access requests	W/Am/V/Au/D/L		

DC = Disability Criteria: Wheelchair user / Ambulant / Visual / Audio / Dexterity / Learning Difficulties/**SEMH**/Medical Conditions

P = Priority: 1 – Urgent / 2 – Essential / 3 – Desirable / 4 – Long Term