

*St Martin-in-the-Fields
High School for Girls*



With Love and Learning

ACCESSIBILITY PLAN

APPROVED: March 2015

DATE TO BE REVIEWED: March 2017

St Martin-in-the-Fields High School for Girls
is a company limited by guarantee registered
in England and Wales Registered Number
07984073. Registered office: 155 Tulse Hill,
London SW2 3UP

ST. MARTIN-IN-THE-FIELDS HIGH SCHOOL FOR GIRLS
ACCESSIBILITY PLAN
Approved: March 2015
Next Review: March 2017

MISSION STATEMENT

At St Martin-in-the-Fields High school for Girls we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is accessible as possible. At St Martin-in-the-Fields High School for Girls, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

In response:

1. We are fully committed to providing an accessible environment within the serious constraints laid upon us having a listed building that is designed around two extensive staircases, differing levels due to the slope of the site and small corridors. This unfortunately makes the main building inaccessible for wheelchair users or students dependant on using crutches.
2. The vast majority of our classrooms are smaller than the latest BB regulations recommend and as such there is unfortunately not room for a wheel chair when all the tables are in place.
3. We ensure that all new buildings comply with current building regulations and are accessible to all students, teachers and visitors to the school, irrespective of disability.
4. We continually challenge any negative attitudes about disability and accessibility and the school prides itself on its culture of awareness and tolerance. We run an annual Disability Awareness Week and this contributes to our positive ethos in this respect.
5. We strive to improve the physical environment of the school and add any specialist features where possible. This includes improvements to the physical environment, specialist equipment and aids that assist in making the building and resources more accessible to all. (see below)
6. Our inclusive nature ensures that any student with a disability is made welcome at all after school activities and support staff work with these students to actively encourage them to participate.
7. Written information is adapted according to need, for example in braille or larger print for those with visual impairment.

DEFINITION OF DISABILITY

The disability Discrimination Act 2005 (DDA) describes a disabled person as someone who has a “physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal duties”

This includes:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Consultation:

1. When first devised we consulted with parents, teachers and students to discuss how best to support them access facilities, events and the curriculum. In response various changes were recommended and acted upon as shown later in this document.
2. Lambeth Building advisors have been in to assess our building on several occasions and advise us on adaptations and planning of any new buildings such as the Sports Hall, 6th form block, Technology block and English and Drama block.
3. Our newly renovated Science laboratories has been designed to accommodate visually impaired students and the timetable for these students was amended accordingly.
4. We respond to needs as they are brought to our attention and respond if at all possible.

Monitoring:

1. The Accessibility Plan will be reviewed annually by the Curriculum, Policy and Personnel committee of the Governing Body and the action plan will be reviewed every three years.
2. All aspects of student life will be monitored
 - a. Results
 - b. Participation in extra-curricular activities
 - c. Annual reviews
3. Staff views through performance management
4. Parent views through surveys and meetings such as coffee mornings

Current adaptations:

Hearing Impairment

Item	Action
Improve facilities for those with hearing disability	Introduce loop systems where possible.
Classroom environment	Ensure students sit in the best place to support their hearing.
	“Hearing buddy or buddies” appointed.

Visual Impairment

Item	Action
Classroom environment	Paint schemes are always appropriate.
	Layout always creates a clear entrance to classrooms and suitable space for specialist equipment.
	“Support buddy or buddies” appointed.

	Braille and other equipment maintained.
	Specialist teachers available to produce braille resources.
	We will research the best possible software to support in school and at home.
	All stairs have contrasting "Nosing" to aid students with visual impairment having the best possible sight lines.

Curriculum

Item	Action
Training	Ongoing training programme to support staff in meeting the needs of those classified as disabled in their classes.
	Outside agencies brought in as appropriate.
Resources	Resources adapted as appropriate in liaison with Learning Development department.
	We endeavour to provide appropriate computer software to support students with disabilities
Curriculum	The curriculum offer at GCSE will be amended in the light of the student's specific needs.
Work Experience	Every effort will be made to enable disabled students to take up the opportunity of taking up a work placement in Year 10. If this is not possible out of school then we will ensure that student has a meaningful experience in school.

Parents

Item	Action
Brochures	These will be amended for parents who have visual impairment.
Communication	We make every effort to bring in an adult to "sign" for a parent with hearing problems who has a meeting in school.
Meetings	Meetings and events are held in the most appropriate place within the constraints of maintaining the school day.
Access to the site	Parking spaces are found for parents who need close access to the building.
Website	Our website is compliant with the accessibility requirements.

Staff

Item	Action
Environment	We ensure that we adjust the work place in order to accommodate physical disability where possible, eg moving an office or class to a more suitable level within the school
Resources	We comply with all regulations to provide computers and software to support staff with dyslexia where needed
Literacy support	Staff will support each other with proof reading where their colleagues are dyslexic

Future plans

Item	Action	Timescale
Refurbishment of Science laboratory	Ensure this meets as many current building regulations as is feasible.	July 2015
Proposed redevelopment of Dining room and library	The specification will meet all current building regulations which includes accessibility for any disabled member of our community.	Unknown
Outside	Improve access for all by installing outside lights along the route from the front of the building to the 6 th from building.	July 2015