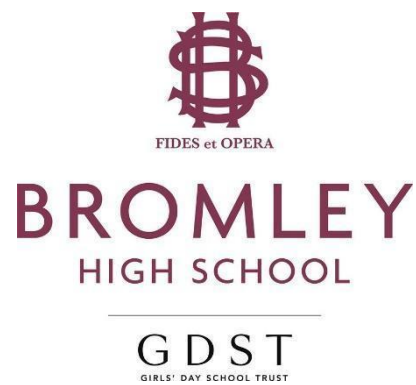


Date: September 2026
Review date: September 2027
Responsibility: DFO



ACCESSIBILITY POLICY & PLAN

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 schools. All GDST schools must work within these policy guidelines and, whilst respecting the individuality of each school, the GDST will seek to provide consistent, ongoing guidance and support to all schools to ensure that a coherent approach is adopted across the Trust.

What 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

This relates to the provision to disabled pupils of information which is already in writing for pupils who are not disabled. Planning ahead is highly recommended, so as to make the information accessible within a reasonable timeframe. The GDST will facilitate the sharing of good practice in this area to ensure schools adopt the most up to date approach.

Accessibility Plan

Each School will be responsible for preparing its own Accessibility Plan, as required by the Equality Act, which will set out how it intends to improve access for disabled pupils in the areas above. The school will regularly monitor, review and update the Accessibility Plan.

Although not required to be a lengthy document, the Accessibility Plan must be sufficiently detailed to allow clear information about actions taken and planned to be easily identified. The Accessibility Plans is reviewed annually and updated regularly, at least every three years.

The Accessibility Plan is structured to complement and support the Trust's Equal Opportunity Policy and Inclusion Policy.

Accessibility Co-ordinator

Each School will appoint a sufficiently senior person to be responsible for all accessibility issues, referred to as the Accessibility Coordinator. The Accessibility Coordinator should be fully aware of the responsibilities under the Equality Act 2010, including the Accessibility Plan. The Trust recommends that a Deputy Head take on the role of Accessibility Coordinator as this is likely the most suitable individual for the position.

Related Policies

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

- **Admissions Policy;**
- **Equal Opportunity Policy;**
- **Inclusion Policy; and**
- **Exclusions Policy.**

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. Bromley 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. Bromley 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.

Schools are required to 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 the co-ordinating the implementation of the Plan with specific responsibility for physical requirements.

We have included a range of stakeholders in the development of this accessibility plan. Risk Assessments and procedures are in place to include the assessment of the individual needs of disabled pupils, and a personal emergency evacuation 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.

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.

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.

SENDA (Facilities and Physical Environment/ Participation in the full school & wider curriculum/ Improving access to information)
2025-2028

Reviewed annually Date of last review September 2026.

Facilities & Physical Environment

Action	Owner	Status and/or target date	Further Comments
Disabled car park bays to be expanded and number increased	DFO	Completed	1x at JS reception, 2x by canteen, and 1x at front of SS
Paths and Paving to be replaced and levelled with dropped curbs were possible.	DFO	Completed	Paths along carpark re-laid. Frontage and Courtyard re-landscaped.
Road Surface resurfaced	DFO	Ongoing	SS Frontage resurfaced. Back entrance still required and being investigated
Site-wide Emergency Lighting level review	DFO	Completed	Completed Oct 22. Future improvements made as part of 24/25 Estates work.
Internal lift access to JS Hall and SS 1 st Floor	DFO	Aspirational	
Install hoist in swimming pool	DFO	Aspirational	
Accessible entrance at front of school	DFO	Completed	Delivered in 24/25 as part of Estate project. Ramp to main SS entrance.
Form accessible cubicle within EYFS toilets	DFO	Completed	Summer 23
Replace knob tabs with level or push button taps as part of ongoing maintenance.	DFO	Ongoing	Some completed. To be taken into account when replacing broken items.
Put procedure in place for responding to accessible cubicle alarms.	DFO / Reception Team	Ongoing for new staff	Awareness training with new reception staff to be completed – annual training to be established. Refresher training Jan 2025 actioned- Email comms

Participation in the full school & wider curriculum

Action	Owner	Status and/or target date	Further Comments
Ensure high quality teaching for <u>all</u> pupils through use of CPD for teaching staff – full participation in GDST and external training offer.	SLT	Annually	Ongoing staff CPD, Adapt 26 programme of SEND training, Pick and Mix, INSET dedicated to SEND – Adaptive Teaching and Neurodiverse students. All pupils with full access to the curriculum and co-curricular programme, working independently when appropriate and interacting fully with peers.
Extra-curricular activities, school trips and events are accessible to <u>all</u> , through appropriate risk assessment and detailed planning.	PKI	At planning stage of trips etc	Pupils with SEND/ALN assessed and needs reported to parents. Reasonable adjustments made by all staff.
Enable full testing and reporting of pupils with special and additional needs.	SENDCo	Annually	SENDCo and exams officer to attend Exams Access CPD Training updated annually each Autumn term by Trust.
Where necessary, ensure the use of TAs to support the pastoral and learning needs of pupils with special needs, e.g. through ELSA provision, in-class support or through designated interventions.	SENDCo	On-going	Additional support is allocated on an individual basis according to need and is detailed in individual learning plans and provision maps. It is kept under constant review.
Review all educational policies, practices and procedures to ensure that they are non-discriminatory.	GDST/TH/ CND	Annually	Reviewed annually
Review specialist equipment required in any subject to ensure access for sensory/physically disabled pupils.	HODs/RS	Annually	Reviewed annually. Specialist ICT equipment purchased for the needs for VI pupils. Support and advice from Bromley HI/VI teams for specific pupils

Review lunchtime arrangements/meal provision to take account of any special treatment or additional needs of pupil and staff.	Catering Department	Annually	New catering provision implemented 2024 Layout considered to eliminate risk, dedicated allergies counter, lanyards for JS pupils. Reviewed bi-annually to include pupil voice
Extend access to IT facilities for use in lessons to dovetail with exams access arrangements	SML/IT	Actioned & Ongoing	Chromebooks issues to all senior school pupils to replace Chromebook and iPad banks. Touch typing program for KS3 to support exam access and forecasted changes to completion of public exams. Staff laptops for individual use – refer to WP Policy Replaced on a rolling basis.
Pupil input into ILPs	Pupils	Bi-Annually	Pupils review and contribute to own ILP –invited to stipulate what would help them
Routine screening of pupils in Years 7 and 9 to help identify possible specific learning difficulties. Further individual diagnostic testing if the screening points to this.	SENDCO	Annually	Pupils in Y7 & 9 complete Lucid Exact screening test. Data examined by the English Dept and SENDCo and intervention / further assessment given as required. GL screening in JS on need-by-need basis. Year-wide testing for 5-8.
Make reasonable adjustments as required for all exams.	SENDCO, Exams officer	All internal & external exam sessions	Exams access arrangements are provided, based on need and normal way of working in school. School adheres to JCG Regulations. In JS SENDCO oversees access arrangement as per Trust guidelines for assessments
SEND Transition between phases and for pupils moving from other schools	SENDCO and HoY		JS and SS SENDCo meet to discuss pupils' needs. SS SENDCo and HoY 7 contact all other school to liaise on transition of SEND and vulnerable pupils. SENDCo in both schools liaises with prospective parents to discuss individual needs.

Review whole school environment and curriculum in relation to pupils with visual impairment	SENDCO/DFO	Annually and as required	Guidance given from Bromley VI support team. Currently only pupils in SS with VI.
---	------------	--------------------------	---

Improving access to information

Action	Owner	Status and/or target date	Further Comments
Audit of learning styles throughout the school and use this to aid planning for individual pupils.	HOYs and SENDCOS	Annually for year 7	Y7 complete audit each year during form time. Y10 to revisit same questionnaires (part of PSHE). . Reviewed in termly PPR.
Teachers encouraged to use cream/other coloured backgrounds on whiteboard slides and handouts, to improve accessibility for pupils with SpLDs./visual stress	All staff	Ongoing	PowerPoint and Smartboard slides adapted for easy reading. Teachers change colour of text as point of reference. Handouts/text printed on non-white paper
Provide access to coloured paper for students with SpLD.	SENDCO	Annually	Supply checked at the start of each academic year. Larger overlays and computer screen size available in all computer rooms and filters available on chrome books JS held in Learning Support room.
Extend existing bank of 'Dyslexia Friendly' reading books in the school library for pupil use.	SENDCO	Initiated Sept 2019 and ongoing	Accessible reading area created in library – more books added as/when appropriate material sourced
Teachers to supply copies of notes/slides and information for pupils who find note taking/copying from a board difficult. (Print screen shots from board)	All staff	constant	Identified in pupil ILPs and SEND handbook for SS and learning plans and SEND handbook in JS.
Ensure parents are aware of disabled access points/entrances	DFO	annually	Parents to be made aware in school literature and at induction sessions
Provision of enlarged text worksheets etc for VI pupils	All staff	ongoing	Identified in ILP and as advised by pupil or VI team

Allow use of personal iPads/computers for enlarging text as advised by VI teams Teachers advised to use .365 or similar for live sharing of IWB use to Pupils iPads. Use IWB onto iPads for accessibility.	All staff	ongoing	Identified in ILP and as advised by pupil or VI team
--	-----------	---------	--

Teaching Space

Action	Owner	Status and/or target date	Further Comments
Provide designated and suitable space for SEN teaching in JS	GDST	Completed	Completed as part of rebuild
Provide a designated Neurodiversity Hub to celebrate and support the needs of our neurodiverse students.	SENDCo	Completed	Designated sensory rooms, learning space, and technology in place to support 1:1 and small group teaching, sensory circuits and interventions across the whole school.
Provide a dedicated time-out area for pupils struggling socially or with emotional health issues. Designated Light Box area in JS using breakout space and supervised every break and lunchtime.	GDST	Completed	Renovation of Wellbeing Hub for JS SS use in addition to the DHP or Head of Year offices WH can be booked for recreational use and for pupil down time- hosts the counsellor's room and sensory space.
Provide an area for pupils with serious health issues	DAH	ongoing	Refurbished Medical room with adequate seating.
Provision of dedicated counselling space for pupil interviews and pupil calls to CAMHS etc	DFO	Completed	Room provided in the Wellbeing Hub. This is reserved for counsellor/supervision/calls as required.
Provision of space in Senior School for SEND pupils for interventions and withdrawal of pupils from lessons (where appropriate) in order to respond to changing needs of cohort. To be reviewed after pilot.	SML & SENDCo	Completed	Pilot trial to see whether this improves efficiency of interventions and to provide easily accessible 'time out' areas for students with sensory needs such as EHCP pupils

Staff Training

Action	Owner	Status and/or target date	Further Comments
Ensure teaching staff receive pupil specific training as part of SEN Framework.	SENDCO	Annually	Training on SEND given as part of Pick and Mix and during INSET days.
Specialist training provided to staff by the visual impairment team and Teacher of the deaf, as needed according to pupil need	SENDCO	As needed according to pupil need	Individual accessibility plans for target students.
Provide disability awareness and etiquette training for “front line” staff.	DFO	Ongoing as per training schedule	Staff aware of needs of disabled visitors/pupils To be dovetailed with GDST INSET offer when staff join and on rolling basis for existing staff
Ensure that Dining Hall staff receive Disability awareness and Etiquette Training.	DFO	Ongoing	Staff aware of needs of disabled visitors and pupils
Any new Reception staff trained to greet visitors and direct them to the appropriate part of the school as required.	DL	On appt of new staff	Staff to be aware of needs of disabled visitors and are able to offer correct assistance
Sensory (HI/VI) training opportunities given to staff from Bromley VI/HI team	SENDCO	Annually from Sept 2018	SENDCO passes on training opportunities for staff to attend training specific to supporting VI/HI pupils. Training opportunities offered centrally by GDST hub.