



Accessibility Plan 2021

Date Agreed by the Governing Body	June 2021
Date to be reviewed	Summer 2024
Date of last review	Summer 2021
Governors Committee accountable for review	Education Committee
Senior Leadership Team member accountable for review	ARW

Accessibility Plan 2021

Introduction

The Royal Grammar School is committed to the principle that all students realise their potential. This is achieved through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all, regardless of specific need. To this end we are committed to providing an environment that enables full access to all pupils, staff, parents and visitors regardless of their physical, social, spiritual, emotional and cultural background. We will take positive action in line with the Equality Act (The Act) with regard to disability and we will develop and promote a culture of inclusion, support and awareness within the school.

The Accessibility Plan will be considered when drafting school policies and will be reported upon every three years. It is intended that improvements to the school environment will be included in the School Strategic and Operational Plans.

Purpose

The Plan sets out proposals to increase access to education for disabled pupils in the three required areas as stated in the planning duties in the Act:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve access to the physical environment of the school
- improve the delivery of information

The school also recognises its responsibility towards disabled staff and will:

- monitor recruitment procedures to ensure that all people with disabilities are given equal opportunities
- ensure that any staff with disabilities are supported with special provision to ensure that they can work effectively
- where necessary, make reasonable adjustment to enable staff to fully access the work place

Monitoring

The Plan will be reviewed in consultation with pupils, disabled pupils, parents of disabled students, staff, Governors and external stakeholders.

What is meant by disability?

The Act defines disability as:

“A person has a disability 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 carry out daily activities.”

These impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included when they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. ADHD, ADD, ASD etc. This therefore includes a number of pupils who are or may be on our Special Educational Needs and Disabilities (SEND) Register.

Within this document the term “curriculum” refers to both teaching and learning within school time and participation in co-curricular activities and school visits.

Overall Strategy

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
 - introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing impaired pupils amongst others

It is important that regular **monitoring** occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

Planning Duty 1

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

It is our aim to:

1. Audit pupils, who require learning support, in the autumn term, to assess the differentiated resources available to them.
2. Provide training to all staff on the importance of high quality teaching and differentiation of the curriculum where appropriate..
 - All departments to ensure that schemes of work are delivered through high quality teaching.
 - SEN/D Department to work closely with Subject Leaders and teachers to ensure that all lessons are accessible to all pupils
 - Teaching staff to liaise with the SEN/D Manager and Learning Support Assistants (LSAs) prior to lessons so that support is fully utilised.
3. Ensure equal access for students with a disability to co-curricular activities and school visits.
 - Risk assessment and planning of trips to include accessibility references
 - Analyse co-curricular activities to ensure inclusion of students with a disability and on the SEN/D List.
4. Ensure that all pupils feel supported and included within the school.

Planning Duty 2

Improving access to the physical environment of the school:

This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

The RGS is a large school of approximately 1,400 boys on a complex and intensively used site, which includes buildings and pathways which have differing levels, and in some cases restricted access. The school will seek to take all reasonable steps to accommodate specific requirements when they arise.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above paragraph.

We will carry out an annual access audit to inform improvement of the physical environment of the school.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources :

1. Access to/from the school:

- Install ramps next to existing steps where appropriate to improve pedestrian and wheelchair access

2. Lighting

- Provide adequate lighting in all areas of the school environment

3. Signage

- Improve signage around the school with appropriate additions which will facilitate those with visual impairment

4. Steps

- Ensure all steps are highlighted with yellow markings

5. Toilets

- To have sufficient disabled toilets available along with appropriate hand washing facilities.

6. Lifts

- Lifts to be provided in all new buildings

Planning Duty 3

Improving the delivery of information (to disabled pupils and parents).

We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.