

# Accessibility plan

## Rugby High School



**Approved by:**

M Grady

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**Last reviewed on:**

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

*The values that underpin the day today running of a school are really important. They are the social glue that binds a community together. At Rugby High our core values are care and respect. The ability to appreciate and to respect others is central to all that we do. We all have different talents: knowledge, skills, ideas that we can contribute. We also all have things we can learn.*

*We know that it isn't always easy to stand in someone else's shoes, to see the world through their eyes but this is a key element in understanding them, in being able to live and work effectively with them. It is a life skill that we set out to teach our students and that we seek to model in our interactions.*

*We believe that it is important that students learn to appreciate democracy and understand how it works, that they value individual liberty, show respect for the rule of law and that they demonstrate tolerance towards others who may have different religious beliefs or no religious faith at all. Rugby High is a diverse community. Our students and staff come from different cultural and religious backgrounds.*

*We speak more than thirty different languages. We like to share and to celebrate our different cultural traditions. We are united by our love of learning and our desire to use our talents to make the world a better place.*

*Our Accessibility Plan and Policy is in keeping with our whole school vision: to provide outstanding education for our students, enabling them to be both resilient, happy and successful. While striving for excellence FOR ALL and in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their skills so that they are prepared and excited for the future, whatever it may bring. We encourage our students to show compassion and empathy and to take responsibility as brave, independent global citizens. Our school is a diverse community and our students are proud of their individuality, of themselves and each other and are encouraged to celebrate their academic and extra-curricular success. Inspired by their curiosity and love for learning and setting heights in their hearts our students will leave us knowing that their actions have the potential to change the world.*

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including Pupils, Staff, Senior Leaders, Parents and Governors.

## **2. Legislation and guidance**

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 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 policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>The curriculum is tailored to the individual needs of students and groups of students – this may be for the duration of their time at RHS, or for a short period EG a physical injury and recovery plan.</p> <p>All students can access the curriculum</p>	<p>Lessons to reflect differentiated needs through a variety of pedagogical techniques</p> <p>SENCo/ Pastoral team to ensure staff are fully aware of individual needs of students – up to an including planning for and collecting evidence for accessibility arrangements</p>	<p>HT, SLT and Individual Teachers in association with students and parents or carers</p> <p>HT, SENCo</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All students make appropriate progress for their age and Key stage in line with the whole cohort.</p> <p>All students make appropriate progress for their age and Key stage in line with the whole cohort.</p>

	<p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Where necessary resources are provided so all students, including those with a disability can access the curriculum</p> <p>All students in SISRA, clearly identified and trackable using P8 and VA measures</p> <p>Aspirational and appropriate targets set for all</p>	<p>Audit of resources currently provided</p> <p>Ensure all students are entered into SISRA and correctly identified</p> <p>FFT and teaching staff collaboration to ensure targets are based on prior attainment and expected progress nationally</p>	<p>SENCo, with LA guidance</p> <p>Data Manager, and SLT member with responsibility for data</p> <p>SLT responsible for data, and SENCo</p>	<p>September 2020</p> <p>Current and Ongoing</p> <p>Current and Ongoing – reviewed at the start of each academic year</p>	<p>Full range of curriculum resources catalogued and stored for use.</p> <p>All students are tracked and progress clearly identifiable</p> <p>Targets are adapted and reflect the aspirations of all students to ensure they make as good as if not more than nationally expected progress – P8 Level 3VA is similar for all students</p>
<p>Improve and maintain access to the physical environment</p>	<p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> </ul>	<p>Short Term – Re-room Latin classes where students would find accessibility a challenge</p> <p>Medium Term – Increase accessibility to</p>	<p>Review access to Latin Classrooms/ availability of lifts/ stairway lifts – funding capacity</p>	<p>Business Manager and SLT</p>	<p>July 2021</p>	<p>All areas of the school, including Latin are completely accessible</p>

	<ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Shelves and desks at wheelchair-accessible height</li> </ul>	<p>Latin Classrooms.</p> <p>Medium Term ensure all study areas, including smaller Sixth Form spaces are accessible</p> <p>Access to Canteen Serverys and key nutritional information including allergens</p> <p>Evacuation Policies</p>	<p>Audit of all study areas</p> <p>Survey of Canteen server accessibility</p> <p>Review Evacuation policy</p>	<p>Business Manager and SLT</p> <p>Business Manager and SLT</p> <p>Business Manager and HT</p>	<p>July 2021</p> <p>July 2021</p> <p>September 2020</p>	<p>All study areas meet the needs of all students if necessary</p> <p>Canteen servery is entirely accessible – all information in formats that allow all students access</p> <p>Evacuation policy is sound and efficient for all</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources where necessary</li> <li>• Braille if needed</li> <li>• Induction loops if needed</li> <li>• Pictorial or symbolic representations where necessary</li> <li>• Laptops where needed</li> </ul>	<p>All students are able to access information in easily accessible formats</p>	<p>Allocation of budget should special resources be needed – based on admissions information, year to year</p> <p>Spot checks and updates of all signage</p> <p>Review and reflection with SENCo, Form Tutors and HODs</p>	<p>Business Manager with HT and SLT</p> <p>Business manager and SENCo</p> <p>SENCo and teaching staff</p>	<p>Yearly Review and ongoing</p>	<p>All students and members of the community able to access all information easily, without hindrance</p>

	<ul style="list-style-type: none"><li>• Dictation software if necessary</li><li>• “reading” software – IE Text to speech reading pens where necessary</li></ul>					
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## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Trust Board, or the committee with the delegated responsibility for the Plan and Policy.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- SEND Policy
- Disability Policy (Exams)
- Complaint Policy



## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 in main building 1 elsewhere	Maintain access to all floors through lifts/ staircase lifts	Business Manager and Site Manager	Ongoing – Reviewed Annually
Lifts	Lift in Olive Hands and stairlift in main building	Maintain usage and upkeep	Business Manager and Site Manager	Ongoing – Reviewed Annually
Parking bays	Disabled Bays clearly marked in Public and staff carpark	Monitor usage and access	Business Manager and Site Manager	Ongoing – Reviewed Annually
Entrances	Main Public Entrance and Entrances used on Open Evenings/ Entrance to sports hall	Accessible for all, clearly signposted and wide enough	Business Manager and Site Manager	Ongoing – Reviewed Annually
Toilets	Range of disabled access toilets across the school and on several floors	Accessible for all, clearly signposted and wide enough	Business Manager and Site Manager	Ongoing – Reviewed Annually
Reception area	Front of school, main building	Enough space for wheelchair access and waiting if needed	Business Manager and	Ongoing – Reviewed

			Site Manager	Annually
Internal signage	All directional signs to departments/ areas and facilities, both permanent and temporary	Review all signs on a yearly basis	SLT, Business Manager and Site Manager	Ongoing – Reviewed Annually
Emergency escape routes	All buildings in the school	Review every half term – free from obstruction and clear access from inside the building – check all working smoothly and freely	Site Manager	Half termly