



Accessibility Policy

Approved by: M Grady

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Contents

1. School vision and aims..... 2
2. Legislation and guidance..... 3
3. Action plan..... 5
4. Monitoring arrangements 9
5. Links with other policies 9
Appendix 1: Accessibility audit 10

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Our Vision

At Rugby High School, we set heights in our heart.

While striving for excellence for all, 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 knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

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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 increase access to education by disabled pupils; and
- Improve the delivery of 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.

At Rugby High School our core values are kindness, care and respect. The ability to appreciate and to respect others is central to every aspect of our conduct. Every individual has different talents: knowledge, skills and ideas that they can contribute and all also have things to learn.

We understand 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 and in being able to live and work effectively with them. It is a life skill that we endeavour to teach our students and that we seek to model in our own conduct..

We believe that it is critical for students learn about and appreciate democracy, that they value individual liberty, show respect for the rule of law and that they demonstrate tolerance towards others of different cultural and religious backgrounds. Rugby High inhabits a diverse community, where both our students and staff come from different walks of life.

We encourage those within school to share and celebrate their 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.

We have consulted a range of stakeholders in the development of this accessibility plan, including Pupils, Staff, Senior Leaders, Parents and Governors. This plan will be made available online on the school's website and paper copies will be available upon request. If you have any concerns relating to accessibility in school, please contact the school office.

Rugby High School is equally committed to ensuring staff are effectively trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

At Rugby High we believe that the best place for students' academic and social development is in school and **we are committed** to making the school site and learning easily accessible for all. This includes students with physical disabilities and mental health issues that may for a period of time prevent students from physically accessing our school site.

In exceptional cases and as a measure of last resort, we may be able to provide access to online learning resources such as access to live lessons via Teams or an AV1 Robot to enable students to continue to access the curriculum while they are temporarily absent from school. This support will be provided on the understanding that it is for a limited period to enable students to transition back to school as quickly as possible in accordance with [DfE advice on providing remote education – guidance for schools \(August 2024\)](#). Where a more long-term solution is required, we will seek the support of external services provided by Warwickshire County Council. However, our aim is always to encourage and support students to attend school in person.

We are committed to providing all students with access to the full in-school and co-curricular curriculum, including trips and visits. The school will make all reasonable adjustments in respect of disabled pupils to avoid any substantial disadvantage. Eligibility for non-curricular trips and visits is dependent on attendance at school, and so prolonged absence from school may mean that a student is not eligible to attend certain off-site activities. For the safety of all students involved in any off-site activity we have to ensure that the students are well enough to participate in the activities detailed on the trip itinerary. For all students with a physical or mental impairment, we will carry out individual risk assessments and the school may request signed medical evidence to ensure that students are fit to participate. In addition, the parent may be required to attend the visit to support staff in ensuring the safety and well-being of their child. To inform our risk assessments for such activities we request that parents support us in honest and open discussions about their child's health and well-being.

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 as a person as having a disability if 1) they have a physical or mental impairment and 2) the impairment has a substantial and long-term adverse effect on the person's ability to carry out 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 avoid 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require additional support to access the curriculum. • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and 	<ul style="list-style-type: none"> • The curriculum is tailored to the individual needs of students (this may be for the duration of their time at RHS or for a short period) • All students are able access the curriculum • All students in SISRA, clearly identified and trackable using P8 and VA measures • Aspirational and appropriate targets set for all 	<ul style="list-style-type: none"> • Lessons to reflect differentiated needs through a variety of teaching techniques • 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 arrangement) • Audit of resources currently provided • Ensure all students are entered into SISRA and correctly identified 	<ul style="list-style-type: none"> • HT, SLT and individual teachers in association with students and parents or carers • HT, SENCo • SENCo, with LA guidance • Data Manager, and SLT member with responsibility for data • SLT responsible for data, and SENCo 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • All students make appropriate progress for their age and Key stage in line with the whole cohort. • Full range of curriculum resources catalogued and stored for use. • All students are tracked and progress is clearly identifiable • Targets are adapted and reflect the aspirations of all students to ensure they make as good as if not more than nationally expected progress

	are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.		<ul style="list-style-type: none"> • FFT and teaching staff collaboration to ensure targets are based on prior attainment and expected progress nationally 			
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • Availability of ramps and elevators • Accessible corridor width 	<ul style="list-style-type: none"> • Short Term – Latin classrooms where students would find accessibility a challenge • Medium Term – Increase accessibility to all classrooms 	<ul style="list-style-type: none"> • Review access to Latin Classrooms/ availability of lifts/ stairway lifts 	<ul style="list-style-type: none"> • Business Manager and SLT 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • All areas of the school, including Latin are completely accessible to everyone
Improve emergency evacuation procedures for students and staff with disabilities	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Shelves and desks at wheelchair-accessible height • Evacuation chairs fitted in main stairwells and key staff trained to use these 	<ul style="list-style-type: none"> • Medium Term - ensure all study areas, including smaller Sixth Form spaces are accessible • Access to Canteen Surveys and key nutritional information including allergens 	<ul style="list-style-type: none"> • Audit of all study areas • Survey of Canteen server accessibility • Review Evacuation policy • All staff trained to use these, with students who need them 	<ul style="list-style-type: none"> • Business Manager and SLT • Business Manager and HT • Business Manager and Site team 	<ul style="list-style-type: none"> • Completed Feb 2025 • September 2025 	<ul style="list-style-type: none"> • All study areas meet the needs of all students • Canteen servery is accessible and easily understandable for both students and teachers • Evacuation policy ensures safety for all

		<ul style="list-style-type: none"> Evacuation Policies Students / staff with disabilities can evacuate the building quickly and easily 	<ul style="list-style-type: none"> Ensure register of students and staff with disabilities is kept and maintained with timetable information so that SLT, Business Manager and Site Team know where best to be evacuated from Review procedure for evacuation on stairwells when others are also evacuating via the same route Practise use of the evac chairs during full fire drill Establish muster point on hard ground for wheelchair/ evac chair users and users of crutches 			<ul style="list-style-type: none"> Full community understands and respects the use of the evac chairs during an emergency evacuation so that all evacuate quickly and safely
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> Availability of a range of communication methods, where necessary to ensure information is 	All students are able to access information in easily accessible formats	Allocation of budget should special resources be needed – based on admissions information, year to year	Business Manager with HT and SLT	Yearly Review and ongoing	All students and members of the community able to access all information easily, without hindrance

	<p>accessible (including internal signage, large print resources, braille, Induction loops, Pictorial or symbolic representations)</p> <ul style="list-style-type: none"> • Availability of a range of technology, where necessary, to deliver information in a more accessible manner (laptops, dictation software, "reading" software) 		<p>Spot checks and updates of all signage</p> <p>Review and reflection with SENCo, Form Tutors and HODs</p>	<p>Business manager and SENCo</p> <p>SENCo and teaching staff</p>		
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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.

Prior to publishing, the policy 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)
- Complaints 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