



Rugby Free

Secondary School

# **Accessibility Plan**

**4/10/18 to 25/7/19**

## 1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Rugby Free Secondary School

### Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*,
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

## 2. Our vision and aims

Rugby Free Secondary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

### **3. Current good practice**

#### **Identification**

Rugby Free Secondary School asks for information on any disabilities or health conditions in early communications with new parents/carers and Primary Schools. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

As part of the identification and support process agencies maybe called in to assess and advise the school on the correct support package.

#### **Curriculum**

Rugby Free Secondary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Laptops, iPads, 3D projectors) to support specific curriculum areas, e.g. numeracy and literacy;
- providing differentiated lessons, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of a student's additional needs on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- Completing sensory audits to ensure a positive learning environment.
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).]

#### **Physical Environment**

Rugby Free Secondary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- dedicating parking bay outside the main school entrance for pupils and families, and visitors with a disability;
- providing accessible toilets with shower and changing facilities;
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.]

#### **Information**

Rugby Free Secondary School makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- ensuring that all school policies are available on our website

#### **4. Implementation**

Our Accessibility Plan shows how access to Rugby Free Secondary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority. It will advise other school planning documents.

Rugby Free Secondary School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

#### **5. Monitoring**

The Rugby Free Secondary School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed.

The Rugby Free Secondary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Rugby Free Secondary School complaints procedure covers the Accessibility Plan.

Approved        Mrs C Green

DATE            4/10/18

Review date    25/7/19

**Rugby Free Secondary School ACCESSIBILITY PLAN Improving access to the curriculum**

| <b>What needs to be done?</b>   | <b>How will this be achieved?</b>  | <b>Who is responsible?</b>   | <b>How can we tell if this is successful?</b>  |
|---|--|--|--|
| <p><i>A CPD programme needs to be developed to ensure that all staff have an awareness of epilepsy, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.</i></p> | <ol style="list-style-type: none"> <li>1. <i>Online training modules (e.g. through Epilepsy Action) undertaken by all staff</i></li> <li>2. <i>Specific cases will be identified and strategies put in place to ensure optimal learning.</i></li> <li>3. <i>Pupils with epilepsy will be provided with an Individual Healthcare Plan.</i></li> </ol>   | <p><i>All staff, including support staff</i></p> <p><i>SENCO</i></p>   | <ul style="list-style-type: none"> <li>• <i>Pupils and their families feel supported and their needs understood;</i></li> <li>• <i>Pupils with epilepsy have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs;</i></li> <li>• <i>Pupils with epilepsy continue to achieve in line with their ability;</i></li> <li>• <i>Teachers and support staff are confident in meeting the needs of pupils with epilepsy and know how to support them, including in an emergency.</i></li> </ul>  |
| <p><i>All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.</i></p>   | <ol style="list-style-type: none"> <li>1. <i>Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training</i></li> <li>2. <i>Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</i></li> <li>3. <i>Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.</i></li> </ol> | <p><i>Headteacher and responsible governor</i></p> <p><i>Trip lead</i></p> <p><i>Individual class teachers and SENCO</i></p> | <ul style="list-style-type: none"> <li>• <i>No out of school activities are planned without consideration of how pupils with a disability will be included;</i></li> <li>• <i>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</i></li> <li>• <i>Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events</i></li> <li>• <i>Pupils and their families feel included in out of school activities.</i></li> </ul> |

**Rugby Free Secondary School ACCESSIBILITY PLAN Improving the physical environment**

This plan is structured in conjunction with the school’s Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

| <b>What needs to be done?</b>   | <b>How will this be achieved?</b>  | <b>Who is responsible?</b>   | <b>How can we tell if this is successful?</b>  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• <i>Additional sign posting around school needs to be looked at and developed.</i></li> <li>• <i>Systems in place for Physical needs accessing all curriculum areas.</i></li> </ul> | <ol style="list-style-type: none"> <li>1. <i>Use visuals throughout school to sign post clearly.</i></li> <li>2. <i>Evacuation procedures for key students during an emergency.</i></li> <li>3. <i>Movement of Science classes to relocate down stairs.</i></li> </ol> | <p align="center"><i>SENCO</i></p> <p align="center"><i>SENCO</i></p> <p align="center"><i>Science teacher</i></p> | <ul style="list-style-type: none"> <li>• <i>Students will be able to find what they need and find their way around the school with ease.</i></li> <li>• <i>During fire drills, procedure will be followed and students will be evacuated safely.</i></li> <li>• <i>Students with disabilities will be able to access all lessons.</i></li> </ul> |

**Rugby Free Secondary School ACCESSIBILITY PLAN Making written information more accessible**

| What needs to be done?  | How will this be achieved?  | Who is responsible?  | How can we tell if this is successful?  |
|---|---|--|---|
| <p><i>[EXAMPLE 1]<br/>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</i></p>   | <p>1. <i>All written information available in different formats for parents with a disability.</i><br/>2. <i>The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.</i></p> | <p><i>Senior Leadership Team, SENCO,</i><br/><br/><i>SENCO</i></p> | <ul style="list-style-type: none"> <li>• <i>All future written information is designed with the specific needs of disabled pupils in mind;</i></li> <li>• <i>Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means;</i></li> <li>• <i>Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.</i></li> </ul>  |
| <p><i>[EXAMPLE 2]<br/>The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need</i></p> | <p>1. <i>Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs;</i></p>  | <p><i>SENCO</i></p>  | <ul style="list-style-type: none"> <li>• <i>Staff are aware of the different ways in which pupils take on and learn new information;</i></li> <li>• <i>Thought is given to all future communication with disabled pupils in mind;</i></li> <li>• <i>The school is more effective in meeting the needs of pupils with a disability;</i></li> <li>• <i>Pupils with a disability and their parents feel welcome and confident that their needs are being met.</i></li> </ul> |