



RFSS Accessibility Policy


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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:

- Increase access to the curriculum for disabled students
- Improve the physical environment of the school to increase access for disabled students
- Make written information more accessible to disabled students 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

2. Related Policies and Procedures

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and related SEND 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

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

We want our students 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 students 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 students and their families.

4. Current good practice

4.1 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 students' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

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

4.2 Curriculum

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

- Using multimedia activities and interactive ICT equipment (Laptops, iPads, visualisers) to support all areas of the curriculum
- Providing differentiated lessons, designed according to need and where necessary with specialist input, for those students 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
- Utilising ClassCharts to share Personal Care Plans to all teachers. PCP's contain detailed notes on supporting students physical, visual and educational needs
- Organising classrooms so that they promote the participation and independence of all students
- Completing sensory audits to ensure a positive learning environment
- Modifying worksheets and curriculum content into large font for students with a visual impairment

4.3 Physical Environment

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

- Providing flat or ramped access to all school entrances
- Providing lift access to all floors of the school
- Dedicating parking bay outside the main school entrance for students and families, and visitors with a disability
- Providing accessible toilets on every floor. Toilets closest to the Physical Education Department are complete with shower and changing facilities;
- All thresholds and steps are different colours to the carpeted areas around them to increase contrast to aid , students 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 classrooms
- Fitting all classrooms with high resolution promethean panels which provide crisp display to aid students with reduced vision
- 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 , plumbing and heating are regularly serviced and not too noisy wherever possible

4.4 Information

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

- modifying written information so that this is available in large print for students 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

5. Implementation

Our Accessibility Plan shows how access to Rugby Free Secondary School will be improved for disabled students (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 students with a disability to fully participate in school life.

In doing this, we have thought about:

- How we can encourage students 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 students 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 students with disabilities are experienced.

6. 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.

Appendix A - Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students .</p>	To provide a curriculum for all students to be able to access and progress and that is rigorous.	<p>Regular curriculum audits. Meetings with DoL's to cumunicate plans.</p> <p>Plan of curriculum deep dives to review curriculum</p>	<p>IGR/RHW/SMI</p> <p>IGR</p>	<p>Each term rolling focus.</p> <p>Each term rolling focus.</p>	Curriculum meeting national standards and expectations.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Low thresholds to external doors • Elevator with access to all floors • Wide corridors • Wide opening doors • Disabled parking bays • Disabled toilets (on every floor)and changing facilities • Library shelves at wheelchair-accessible height • Adaptive PE equipment • Adaptive height tables in the majority of classrooms • Large screen Promethean Panels to display curriculum content with high contrast and clear 	To provide a safe environment for all students and staff to succeed.	Half termly site audits	PKE/KDA	Rolling half termly reviews	Site meeting appropriate health and safety requirements.

	<p>picture</p> <ul style="list-style-type: none"> • Access to laptops with Microsoft Office Suite for easy sharing between staff and students. 					
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	All students to be able to access the curriculum regardless of physical or language barriers	Regular work trawls and lesson walks to see the implementation of structures in place.	RHW/SMI/IGR/LCA/GMA	Every half term audits to take place	Level of differentiation seen to meet the needs of the students in the room.

Appendix B - Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three stories with classrooms on all three floors.	Check stair cases are free of rubbish, and that the stair fronts are secure.	Unit Clean and KDA	Daily
Corridor access	Wide corridors.			
Lifts	One central lift for access to all floors			
Parking bays	Three disabled parking bays at the front of the school			
Entrances	<p>There are two main entrances to the school. Both are wide automatic doors with low thresholds for wheelchair access.</p> <p>Call points are accessible from a wheelchair.</p>			
Ramps	None required			



Toilets	Disabled toilets on every floor.	Ensure clean and tidy. Regular cleaning by the cleaning team.	Unit clean and KDA	Daily
Reception area	Low threshold entrance and exit. Wide access automatic doors with low access call points. Low desk	Ensure clean and tidy. Ensure regular testing of the hearing loop and clear low desk.	LFI and KDA	Weekly
Internal signage	Fire escapes clearly posted with evacuation plan in rooms. Maps at key points around the school complete with you are here and room numbers. Main teaching faculties are signposted above doorways.			
Emergency escape routes	Emergency escape routes are sign posted and PEEPs for children have been completed. Fire safety zones in stairwells are clearly signposted call buttons.	Review signage and PEEPs for all students. Regular testing of evacuation call buttons.	KDA	Weekly