



# Ranelagh School

## Accessibility Plan

Date reviewed by SLT	Autumn 2 2019
Date reviewed by Designated Governor	Autumn 2 2019
Date approved by Governing Body	5 Nov. 2019
Date of next review	Autumn 2 2022 (to be reported on annually)
Published	Website Staff Shared Area (0;Subject Areas; Policy Documents)

## **Context**

At Ranelagh, we believe that:

- We are all made in God's image and therefore have a positive contribution to make to the school community
- The school values underpin all our activities for both staff and students
- Everybody should have an equal opportunity to contribute to and benefit from society

As a Church of England school we recognise the importance of educating for life in all its fullness. As part of our commitment to the nurture of wisdom, hope, community and dignity, we understand that the accessibility of provision is fundamental to the success and well-being of all stake-holders. We are committed to providing an environment that enables full curriculum access, valuing and including all students, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness.

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled students.

The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long-term negative effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

The Accessibility Plan for physical accessibility will be informed by and updated in the light of the upcoming access audit. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

### **Aims of the Ranelagh School Accessibility Plan:**

The Accessibility Plan shows how access is to be improved over time for all students, staff and visitors to the school, recognising the need to make "reasonable adjustments" and accommodate the needs of individuals where practicable. The main priorities in the school's plan will be in the following areas:

- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the communication of written information to disabled students, staff, parents and visitors

The Accessibility Plan will be fully reviewed every three years and reported on to the governing body on an annual basis, via the designated SEND governor.

**Area 1: Ensuring, and when necessary, improving access to the physical environment of the school**

<b>Area</b>	<b>Aim</b>	<b>Actions</b>	<b>Person responsible</b>	<b>Time frame</b>	<b>Success criteria</b>
Physical access	Buildings are accessible to everyone, including those in wheelchairs and on crutches	Review and where appropriate and necessary, make improvements to: <ul style="list-style-type: none"> <li>• Access to buildings</li> <li>• Access to lift</li> <li>• Provision of ramps</li> <li>• Accessible parking bays</li> <li>• Signage</li> </ul>	CM, RB, SJS	On-going	The physical environment is safe and accessible for all
Emergency evacuation	Emergency evacuation procedures take account of the needs of all individuals	COB to establish assembly points and facilitate evacuation of students with disabilities	COB, AMS, JAT	On-going	All staff and students to be fully aware of procedures and designated personnel and rendezvous areas
Movement in Scott building	Movement in upstairs corridor at lesson change-overs is orderly and safe	Teachers to ensure that the one-way system is adhered to	Teachers	On-going	All students, staff and visitors are able to move safely along the corridor
Temporary injuries	Students who are temporarily disabled due to injuries are able to access their lessons as usual	HoY to risk assess students with temporary injuries (including those on crutches and in wheelchairs) and where necessary, arrange for temporary re-rooming of lessons which are timetabled upstairs in the old building (Maths, Science, Library)	HoY	On-going	Students with injuries are able to attend all of their lessons

**Area 2: Ensuring, and where necessary, increasing access for disabled students to the school curriculum**

<b>Area</b>	<b>Aim</b>	<b>Actions</b>	<b>Person responsible</b>	<b>Time frame</b>	<b>Success criteria</b>
Access to the examined curriculum	All students to have access to a broad, balanced and relevant curriculum	Review curriculum and options process	MAW	Annually	All students are able to access accredited courses
		Review Key Stage 4 and Key Stage 5 Level 3 offer in the light of each cohort of students	MAW, EAC	Annually	The curriculum is appropriate for all students, including those who are disabled
Personalised learning	All teachers to have an understanding of the challenges faced by students with additional needs	Provide advice and strategies to staff in the identification and teaching of students with additional needs and other specific learning difficulties	HLS, AMS, JAT	Regular	Students with additional needs are able to access the curriculum appropriately
	Students with additional needs are able to access the curriculum and make expected levels of progress	Short-term interventions, withdrawal groups and LSA support provided as appropriate to support students with specific additional needs	JAT, AMS, HC	On-going	Students with additional needs make additional levels of progress
Access to enrichment opportunities	All students to have the opportunity to participate in trips and extra-curricular activities, irrespective of any disabilities	Monitor students' participation in extra-curricular activities and visits	EAC	Termly	There is no gap in the participation rates of disabled and non-disabled students

Access arrangements (examinations)	Students with disabilities are not at a substantial disadvantage when undertaking external assessments	Students with disabilities are monitored and / or tested to determine whether there is a need for “reasonable adjustments” (in line with JCQ guidance)			“Reasonable adjustments” are made as appropriate
Transition	All disabled students joining the school make a smooth transition	Visits to all feeder primary schools to determine the needs of disabled students	HLS, AMS, JAT	Summer term	Needs of individual students are identified and shared with relevant colleagues
Attendance	Students with SEND maintain good attendance and their progress is not affected by absences	Careful monitoring of attendance, use of attendance action plans and “reasonable adjustments” where appropriate in order to encourage good attendance	HLS, MRS	On-going	Students with SEND maintain attendance of at least 95%
	Exclusions take account of students’ additional needs	Audit exclusion data for students with SEND(K) and ensure that “reasonable adjustments” are in place to recognise the challenges faced by particular students	HLS	On-going	Students with SEND(K) are fully included in school life

**Area 3: Ensuring, and where necessary, improving the effective delivery of information to disabled students, parents and staff**

<b>Area</b>	<b>Aim</b>	<b>Actions</b>	<b>Person responsible</b>	<b>Time frame</b>	<b>Success criteria</b>
Staff training	All staff are aware of the challenges faced by individual students	HI service to lead training in use of transmitters and general understanding of the needs of students with HI	AMS	Annually	Teachers of students with HI have a clear understanding of the needs of HI students, with HI students successfully included in all aspects of school life
Written communications with parents	Written communications with parents and carers is provided in a range of formats when required for individual purposes	Review communications annually when a family are identified as needing support	IC	On-going	Information shared with parents / carers is accessible to all
Sources of support	Information about sources of support for young people with SEND are available on the school website	Ensure that sources of information and support are indicated on the school website	AMS, JAT, EAC	On-going	SEND students and parents / carers are aware of the support available in the local community
Parents' evenings	All parents / carers are able to participate in consultation evenings	Ensure that there is appropriate provision for parents with disabilities (e.g. signer)	Relevant HoY	On-going	Parents / carers will be able to participate fully in consultation evenings, irrespective of any disabilities
Clarity of communication	All school communications use language clearly, avoiding educational "jargon" as much as possible	SLT or CL to review written communications before they are distributed	SLT, CL	On-going	All communications will be easy to read and have clarity of purpose