

Royal Greenwich Trust School

Accessibility Policy

Title:	Accessibility Policy
Policy Code:	
Source:	RGTS
Document Owner:	RGTS
Review & Update By:	
Advisory Committee:	Quality of Education
Approval Committee:	RGTS FGB
Date Approved:	25.6.19
Date of Publication:	25.6.19
Date of Next Review:	25.6.20
Required on Website:	Yes

Royal Greenwich Trust School: Accessibility Plan 2018-19

As an inclusive school, we respect and value the diversity of the community we serve. We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances. We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff. We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society. We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice.

We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff. We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

The Relentless Pursuit of Scholarship & Excellence for Every Child					
Communication Embedding literacy across the curriculum	Investigation Building confidence so that all students can be independent learners	Networking Helping students develop social skills to be happy members of the school and wider communities	Participation Inspire all students to develop interests beyond the curriculum	Scholarship Empowering all students to access the curriculum and excel	Vision Raising aspirations for all students regardless of their context

- fostering respect for all groups and individuals, within the context of Human Rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wide range of diversity within our curriculum and school community
- encouraging links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.*
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

According to the act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Legalities:

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

Purpose of the Plan

The purpose of this plan is to show how Royal Greenwich Trust School intends, over time, to increase the accessibility of our school for disabled pupils. Royal Greenwich Trust School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school’s SEND policy ensures that staff identify, assess and arrange suitable provision of pupils with special educational needs and / or disability. Working alongside professionals including the local authority and educational psychologists, the SENCO

ensures that additional resources, including staffing, are allocated where appropriate through additional high needs funding.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

**Royal Greenwich Trust School: Accessibility Plan
2018-19**

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Pupils with visual impairments have access to the curriculum	Large print text Larger type used Coloured paper used where appropriate. Use of ICT (large icons on desktop etc.) Appropriate training for relevant staff. Assessment and advice sought from Advisor for VI. Use of objects of reference to aid understanding	Classrooms are accessible to visually impaired children Improved IEP's for VI children.	Ongoing	Physically accessibility of school increased
Pupils with speech and language difficulties have	"Language for Thinking" trained support staff.	Classrooms are accessible to children	Ongoing	Physically accessibility of school increased

access to the curriculum	SALT in school 1 day per week Weekly target SALT focus groups	with speech and language difficulties		
Pupils with physical disabilities are fully involved at break times	Disabled toilet access LSA support/transport LA transport. Wheelchair maintenance.	Physically disabled pupils able to access all outside areas	Ongoing	All pupils included in all aspects of school life
Pupils with challenging behaviour are fully integrated within the classroom	Behaviour policy in place. Training and support for SEMH. Teaching assistants are used to support appropriate pupils, pastoral meetings. meeting SEMH interventions	All staff are able to respond appropriately to all pupils	Ongoing	Number of fixed term exclusions reduced by providing reasonable adjustments
Pupils with hearing impairments have access to the curriculum	Pupils placed near front of class. Pupils spoken to Directly. Speech reinforced using facial expressions, signs or gestures Speech	Lesson are accessible to hearing impaired children	Ongoing	All pupils included in all aspects of school life

	reinforced with visual back- up print, pictures, concrete materials, symbols and objects of reference			
All members of the Community have equal opportunities to access the School premises and relevant information	School premises are inspected and reviewed to ensure accessibility for all School provides information in range of alternative formats when necessary;	Needs of all members of the school community are fully met	On-going	Physically accessibility of school increased and delivery of information is available to all
ACCESS AUDIT				
FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	ACTIONS TO BE COMPLETED BY
Corridor access	Corridors wide to accommodate SEND. Floors and corridors kept clear of clutter	Already achieved	Facilities Manager	N/A
Lifts	Lifts available to support students with SEND	Lifts available. Lifts subject to an annual maintenance contract.	Facilities Manager	N/A
Parking Bays	Disabled parking bays marked out on site, accessible and situated close to entrance	Parking bays will be marked at the rear of the school	N/A	July 2020

Entrances	Entrances to school wide to accommodate wheelchair users with controlled automatic access	Already achieved	N/A	N/A
Ramps	Ramps in school are regularly maintained.	Already achieved	N/A	N/A
Toilets	Toilets - wheelchair accessible and close to Learning Support.	Already achieved	N/A	N/A
Emergency escape routes	Refuge points identified. Fire and Evacuation plan incorporates SEND awareness	Staff made aware how to assist in event of emergency. EVAC chair available and staff trained on how to use this.	School Business Manager and additional Teachers with responsibility for Health & Safety. External trainers	On-going

Approval Signature

Signature of (enter position e.g. Chair) Chair

Print name Chris Philpott

Date 27.6.19

