

# Royal Alexandra & Albert School



## Accessibility Plan 2022-25

<b>Policy applies to</b>	School & Foundation staff and pupils
<b>Committee responsible</b>	Pupil Matters
<b>Governing Body approval required</b>	No
<b>Accountable Executive</b>	Deputy Head Academic
<b>Status &amp; Review Cycle</b>	3 yearly
<b>Last approval</b>	PM 24 March 2022
<b>Next approval</b>	Spring 2025

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## **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. This includes teaching and learning and the wider curriculum of the school such as participation in the co-curricular programme, leisure and cultural activities or school visits.
- ❖ Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. This includes improvements to the physical access to the school and physical aids to access education.
- ❖ Improve the availability of accessible information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

The Royal Alexandra and Albert School is committed to providing all of our pupils every opportunity to achieve the best outcomes. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **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 an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake 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 alleviate 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

## **Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Pupil Matters Pastoral Committee.

## **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

## Increasing Access for Disabled Pupils to the School Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all pupils. We aim to meet every child's needs through Quality First Teaching. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Objective	Tasks and activities	Success criteria	Staff responsible	Support/ Staff development requirements	Resource implications	Date of completion
Increase access to the curriculum for pupils with a disability.	CPD focusses on a range of activities linked to differentiation and high-quality inclusive teaching	Successful outcomes for all pupils including those with SEND	WST BPO EGR	CPD to be sourced from outside agencies and also delivered in house.	Training costs	On-going and as required
Increase knowledge and share expertise of disability issues	Ensure teachers and learning support assistants have specific training on disability issues as required.	Raised confidence in all staff. All disabled pupils are well-supported and can access the curriculum.	AHI	CPD to be sourced from outside agencies and also delivered in	Training costs.	On-going and as required
Robust plans are in place for disabled pupils, staff are familiar with these plans and plans are reviewed regularly.	Plans are distributed and sign-posted by a range of means to ensure maximum coverage.	All staff aware of pupils' individual needs and pupils are well-supported	AHI	None	Completion time for link workers	On-going

Resources are tailored to the needs of individual pupils, including classroom-based ICT	On-going research to assess and access appropriate resources.	All pupils have access to relevant equipment and can access classroom based ICT.	EGR/ GB	Training on new resources as required	Acquisition and training costs	On-going
Equality of access is a key consideration for planning and delivery of all co-curricular activities.	<p>Accessibility issues are considered at planning stage of all co-curricular activities so that appropriate adjustments can be made on a case by case basis</p> <p>Staffing and location of activities may be adapted to ensure access.</p>	All educational visits and activities are accessible to all pupils	JCZ	None	Time for analysis of events in planning stage and analysis of take up	On-going

## Improving Access to the Physical Environment of the School

The Royal Alexandra and Albert School is continually growing and developing. There are ongoing plans to expand the buildings and improve its facilities. The site is complex and some areas are not currently accessible to all. Pedestrian pathways around the site are varied and some may be unsuitable for those with mobility challenges.

Provision is negotiated when a pupil's specific needs are known and individual accessibility plans are drawn up and implemented.

Objective	Tasks and activities	Success criteria	Staff responsible	Support/ Staff development requirements	Resource implications	Date of completion
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	Admissions team and Teaching and Learning Support Team to share information regarding all pupils with access needs. Plans to be drawn up and shared.  Visitors to the school are asked about any accessibility and reasonable adjustments will be made as	All relevant staff aware of the needs of pupils.	AHI/ CEN	As required on a case by case basis	Planning time	On-going
All required areas of the school are accessible to all.	Relevant adjustments will be made to rooming in order to relocate some activities from inaccessible areas.  A temporary ramp is available from the Maintenance Team. Where there are disabled or temporarily disabled staff or pupils a person Emergency Evacuation Plan (PEEP) shall be put in place. This may require further Accessibility Aids to be provided.	All pupils and visitors have access to required areas of the school.	AHI/ GB  Bursar	None  Maintenance Team to be trained on existing ramp in February 2022.	None  Acquisition and storage facility for ramps.	On-going  March 2022

<p>Reduce trip hazards and improve quality of roads and pathways around site</p>	<p>Maintain programme of road re-surfacing and pothole repair.</p> <p>Monitor road-markings and maintain programme of improvement.</p> <p>Staff are encouraged to report to maintenance where any issues in paths or roadway exist, issues are logged and addressed in a timely manner.</p>	<p>Those with disabilities can move around the site safely and without hindrance.</p>	<p>Bursar</p>	<p>None</p>	<p>Maintenance costs</p>	<p>On-going</p>
<p>Ensure all disabled people can be safely evacuated</p>	<p>Where there are disabled pupils or staff at school, a risk assessment would be undertaken which would include a Personal Emergency Evacuation Plan (PEEP).</p> <p>Similarly, if events are planned where visitors are disabled, or in the case that people are temporarily disabled, a risk assessment would be undertaken which sets out a PEEP.</p> <p>The need for training in evacuation procedures of disabled people will be kept under review and implemented where necessary to address the needs of any PEEP</p>	<p>Ramps are available and maintenance team are trained in their use</p>	<p>Bursar/ Estates Bursar/ GB</p>	<p>Training for Staff (as required – generic training not useful)</p>	<p>Training costs</p>	<p>On-going</p>



## Improving the Delivery of Information to Disabled Pupils

This includes planning to make written information that is normally provided by the school to its pupils available to pupils with a disability. Examples include handouts, textbooks and information about school events. The information will take account of pupils' disabilities and parents' preferred formats and should be made available within a reasonable timeframe.

In planning to make information available to disabled pupils we regularly need to establish the current level of need and be able to respond to any changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision available, should it be required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Objective	Tasks and activities	Success criteria	Staff responsible	Support/ Staff development requirements	Resource implications	Date of completion
Availability of written material in alternative formats for pupils and parents who require them,	Ensure that individual learning plans reference any adaptations required for pupils and that these are implemented.	Pupils are well-supported in lessons and across the school.	AHI	Training in specific adaptations as required	Training costs	On-going
	Ensure that parents and carers are aware that written communications can be provided in alternative formats. This will be done by attaching a statement to relevant written communication. <i>"If you have difficulty accessing any of the information included in this communication please email <a href="mailto:info@raa-school.co.uk">info@raa-school.co.uk</a> or telephone the school to request information in a different format."</i>	School can readily provide written information in alternative formats when required.	GB/ CEN	None	None	On-going

The school has ready access to specialist provision for converting information into alternative formats when required.	Identify services for signing and Braille, and ensure that staff are aware of how to access them,	School can readily provide written information in alternative formats when required.	EGR	None	None	On-going
	Identify software that can be used to improve accessibility, such as Text to Talk, and ensure that relevant staff are aware of this.	Appropriate software is available when required.	GB	None	Acquisition and training costs	On-going