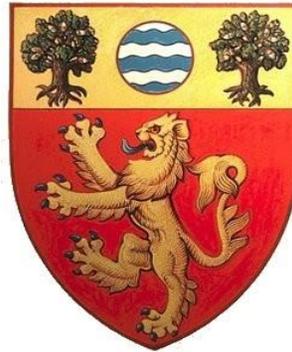


Royal Alexandra & Albert School



Accessibility Plan 2019-2022

Originated by: Eileen Greer, Director of Inclusion

Approved by: Pupil Matters Committee

Date: 5 February 2019

Last reviewed on: 16th January 2019

Next review due: Spring Term 2022

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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 confidence of all staff in delivering Quality First Teaching.	CPD focusses on Quality First Teaching, including staff clinics, briefings and development of CPD library.	Raised staff awareness of quality first teaching. Increased pupil engagement	EGR/ RMI/ VCR	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 coaches have specific training on disability issues as required.	Raised confidence in all staff. All disabled pupils are well-supported and can access the curriculum.	VCR	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	VCR	None	Completion time for key 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.	VCR/ 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 Enhanced Learning 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 appropriate.	All relevant staff aware of the needs of pupils.	VCR/ Helen Pollard	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. Temporary ramps to be available to allow access to New Block and staff made aware of location and trained in safe use.	All pupils and visitors have access to required areas of the school.	VCR/ GB Bursar	None Training for staff in safe use of temporary ramps.	None Acquisition and storage facility for ramps.	On-going June 2019

Reduce trip hazards and improve quality of roads and pathways around site	Maintain programme of road re-surfacing and pothole repair. Monitor road-markings and maintain programme of improvement.	Those with disabilities can move around the site safely and without hindrance.	Bursar	None	Maintenance costs	On-going
Ensure all disabled pupils can be safely evacuated	Ensure that relevant staff are trained in safe use of Evac chair. Fire drills to include practice in using Evac chairs.	Evac chairs are in place and designated staff are confident in their use.	Bursar/ GB	Training for staff	Training costs	June 2020

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.	VCR	Training in specific adaptations as required	Training costs	Ongoing
	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 info@raa-school.co.uk or telephone the school to request information in a different format."</i>	School can readily provide written information in alternative formats when required.	GB/ Helen Pollard	None	None	June 2019

<p>The school has ready access to specialist provision for converting information into alternative formats when required.</p>	<p>Identify services for signing and Braille, and ensure that staff are aware of how to access them,</p> <p>Identify software that can be used to improve accessibility, such as Text to Talk, and ensure that relevant staff are aware of this.</p>	<p>School can readily provide written information in alternative formats when required.</p> <p>Appropriate software is available when required.</p>	<p>EGR</p> <p>GB</p>	<p>None</p> <p>None</p>	<p>None</p> <p>Acquisition and training costs</p>	<p>June 2019</p> <p>On-going</p>
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