

ACCESSIBILITY POLICY & PLAN

Principal: Dr R Marshall
Chair of Governors: Chris Philpott

Originator Date	6 th January 2017
Review Date (Annually)	6 th January 2018

This policy should be read in conjunction with:

London Child Protection Procedures
Anti-Bullying Policy
Safer Recruitment policy
Sex and Relationship Education Policy
Behaviour Policy

ROYAL GREENWICH TRUST SCHOOL ACCESSIBILITY PLAN

1. Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) 1995 (DDA) to cover education. Since September 2002, a school Governing Body has had three key duties towards students with physical impairment, under Part 4 of the DDA:

- Not to treat students with a physical disability less favourably for a reason related to their disability;
- To make reasonable adjustments for students with physical impairments, so that they are not at a substantial disadvantage;
- To plan to increase access to education for students with physical impairments.

Under the **Equality Act 2010**, this accessibility plan sets out the proposals of the Governing Body of the school to increase access to education for students with physical impairments in the three areas required by the planning duties in the DDA, namely:

- Increasing the extent to which students with physical impairments can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which students with physical impairments can take advantage of education and associated services;
- Improving the delivery to students/parents and carers with physical impairments of information which is provided in writing for students/parents and carers who do not have a disability.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised on a regular basis. The school will review and report progress against the plan to parents on an annual basis.

In developing the accessibility plan the school will carry out a self-evaluation audit and consult with parents, students and staff. The following areas will be considered:

- Access to the curriculum
- Access to the physical environment
- Access to information

Each year we will produce a summary of the findings from the self evaluation and consultations indicating what we already do to promote accessibility, what actions have been taken and finally what actions we propose to take as a result of the consultations in order to achieve the desired targets along with the planned timescale.

2. The vision and values supporting the purpose of the plan

The aims of RGTS in relation to students with Special Educational Needs (SEN) is set out in the Governing Body's Policy for Special Educational Needs and states that:

The Special Educational Needs (SEN) policy is integral to RGTS' aim to provide the highest quality education, enabling all students to realise their individual potential.

RGTS will:

- Ensure all staff are made aware of students with SEN and their individual needs and staff responsibilities for meeting these needs
- Provide regular training and updates to staff to encourage a good standard of teaching and learning for all students including those with SEN
- Ensure students with SEN are included in a broad and balanced curriculum, providing support and resources where needed
- Encourage healthy social and emotional development in students, to improve self esteem, personal responsibility and independent learning.
- Work in partnership with students, parents and relevant outside agencies to ensure the needs of SEN students are met

As laid down in the Education Reform Acts of 1988 and 1993, and Every Child Matters 2004 each student will follow a broad balanced and coherent curriculum. We aim to provide teaching which makes learning challenging and enjoyable and to enable the student to realise their potential.

The Governing Body's Policy for SEN is equally applicable to students with physical impairment as well as students with other SEN. The accessibility plan concentrates on areas relating to accessibility as a result of physical impairment.

Accessibility Plan

Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							SLT	School
1	Corridor	Keep corridors clear from obstructions.	Ongoing	High	None	Ongoing		
2	Wheelchair access to main school building	Enable wheelchair users to access building independently	Ongoing	Medium	none	Ongoing		
3	Disabled parking	Spaces to be provided	-	Medium	None	In place		
4	Disabled Toilet	In place on first floor	-	Low	None	In place		
5	Changing and Shower facilities	In place						
	Stairs and lift	Staff to manage lesson changeover and stairs are clearly marked	Ongoing	High	None	Ongoing		
	Fire exit doors	Clearly marked and accessible	-	Medium	None	In place		

Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							SLT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	SLT release costs	Ongoing	HCl	
2	Interventions	Head of inclusion and SENCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups and within the Inclusion Team	Termly	High	Resourcing costs of identified areas to develop	Ongoing		
3	Classrooms are organised to promote the participation and independence of all pupils	SLT to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	ongoing	High	Possible resource implications where gaps are identified	Ongoing		
4	Staff training in the production, implementation and review of Provision maps and monitoring systems.	SLT / SENCO to deliver staff training to teaching staff.	Ongoing	High	Not applicable	Ongoing		

5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SpLD, SEMH, ASD, Dyspraxia	SENCo/SLT to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	ongoing	High	CPD - External specialist costs	Ongoing		
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