



**ACCESSIBILITY
PLAN
2018-2021**



RGS



ACCESSIBILITY PLAN 2018-2021

Newcastle upon Tyne Royal Grammar School

PURPOSE

The purpose of this plan is to show how the School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

DEFINITION OF DISABILITY

A person has a disability 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 carry out normal day-to-day activities.

KEY AIMS

To increase and eventually ensure for students with a disability that they have:

- total access to our school's environment, curriculum and information; and
- full participation in the school community.

PRINCIPLES

- Compliance with the Equality Act 2010 is consistent with our school's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
 - not to treat disabled students less favourably;
 - to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
 - to publish an accessibility plan.
- In performing their duties governors have regard to the Equality Act 2010.
- Our school:
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability;
 - recognises the effect their disability has on his/her ability to carry out activities;
 - respects the parents' and child's right to confidentiality.
- The School provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.



INCREASING ACCESS FOR DISABLED STUDENTS TO THE SCHOOL CURRICULUM

This 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.

In developing new approaches to learning, RGS will take account of the needs of disabled and SEN students.

Where a student or applicant to RGS is able to cope with the academic demands of the School, as long as reasonable adjustments can be made, the School will strive to ensure that such adjustments are made and that the student is not disadvantaged. For example, please see the school's *SEN policy* for procedures involving extra-time, and under section 4, for details of co-ordinating access arrangements with examination boards.

So far as is reasonable and practicable, the School will address the:

- Provision of information, in suitable formats, for intending students with disabilities
- Location of teaching with regard to the needs of students with disabilities
- Requirements for delivering the curriculum to students with disabilities
- Requirements for assessment and examinations for students with disabilities
- Provision of resources and other information in formats suitable for students with disabilities
- Provision of special IT hardware and software for use by students with disabilities
- Particular needs of students with disabilities in laboratories and workshops and on field trips, including special risk assessments
- Training needs of staff regarding teaching, advising and supervising students with disabilities.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

This includes improvements to the physical environment of the School and physical aids to access education.

The School undertakes an *Accessibility Audit* that is updated annually. This accessibility plan for physical accessibility relates to the access audit of the School. From this audit, areas that require improvement are being identified and actions to address these areas planned. 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. An accessibility audit will be completed by the School prior to the end of each period covering this plan in order to inform the development of a new accessibility plan for the ongoing period.

Currently, the main entrances to the site are level, with the exception of the Lambton Road entrance to Brandling House (Junior School), which has a disabled compliant ramp.

All buildings, except Lambton House, have power operated accessible doors to enable entry at the ground floor to the buildings.

The school's Main Building is being progressively refurbished to provide disabled access; however, there are currently some restrictions on access for disabled users on the first floor.

All other buildings on the main site have either been designed or adapted for disabled use.



IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED STUDENTS

This will include planning to make written information that is normally provided by the School to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable time frame.

The School will make itself aware of the services available for converting written information into alternative formats, and on request provide the information in a format that is accessible to those who need it.

FINANCIAL PLANNING AND CONTROL

The Head, Director Finance and Operations and the Finance and General Purposes (F&GP) Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

OBJECTIVES

RGS is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, 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 within the school.

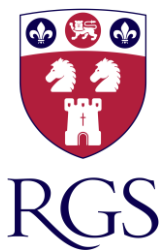
The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality. Where appropriate professional advice will be sought to ensure that the needs of the student are understood.

The RGS Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the School within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

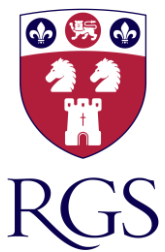
- Increase access to the curriculum for students with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students. This covers teaching and learning, and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the School and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the School and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The RGS Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.



This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Accessibility Audit
- Anti-bullying policy
- Behaviour, rewards and sanctions policy
- Curriculum policies
- Equal opportunities and race equality policy
- Emergency Plan
- Health & safety policy
- Philosophy and religion policy
- Safeguarding policy
- SENDA Action Plan
- Supporting emotional wellbeing and good mental health



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