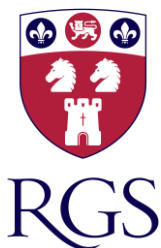


# Accessibility Policy



RGS



# ACCESSIBILITY POLICY

## Newcastle upon Tyne Royal Grammar School

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### 1. Aims and Objectives of the Policy

The aim of the Accessibility Policy is to ensure that all pupils have full access to the curriculum and specifically that:

- Disabled pupils, staff or parents and carers are not treated less favourably.
- Royal Grammar School makes reasonable adjustments for all pupils, staff and visitors including disabled pupils, staff, parents and carers
- The needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

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### 2. Definition of Disability

Disability is defined within the Equality Act 2010: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do normal daily activities."

- 'Substantial' is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'Long-term' means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection.

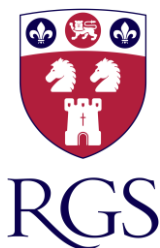
The policy and plan is drawn up in accordance with the planning duty in the Equality Act which includes education. Under the act schools have a duty to make reasonable adjustments for disabled people. This can be summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

In accordance with the Act, Royal Grammar School will carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. We will implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the school curriculum.
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- improving the delivery of information to disabled pupils which is provided to pupils who are not disabled. This should take account of views expressed by the pupils or parents about their preferred means of communication.



We will also have regard to the need to provide adequate resources for implementing plans and will regularly review them.

N.B. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

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### 3. Principles

Royal Grammar School recognise its duty to:

- ensure that compliance with the Equality Act is consistent with Royal Grammar School's Equality Policy; its Equal Opportunities Policy; the operation of its SEND policy and any other school policy that has a focus and impact on its disabled pupils, staff and parents/carers
- not discriminate against disabled pupils, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled pupils, staff and parents/carers less favourably
- make reasonable adjustments to avoid putting disabled pupils, staff and parents/carers at a substantial disadvantage.
- Publish an Accessibility Plan.

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### 4. The Accessibility Plan

In performing their duties and developing the Accessibility Plan, Governors and the leadership Royal Grammar School staff will have regard to their duties to disabled people under the Equality Act to make reasonable adjustments and, where it is reasonable, to provide auxiliary aids.

Royal Grammar School provides all pupils with a balanced curriculum, differentiated, and adjusted to meet the needs of individual pupils by:

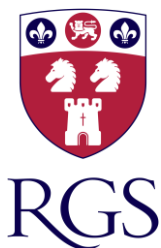
- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

**4.1** A three-year Accessibility Plan is drawn up considering the pupils, parents, staff and visitors, including disabled pupils, parents, staff and visitors. They will review and audit these three areas:

- School Buildings
- Information the school provides.
- School Curriculum

The Plan is approved by the Governing Body and currently covers the period from 2021 – 2024

**4.2** At the Royal Grammar School, we are committed to providing a fully accessible environment which, in line with the Equality act 2010 values and includes all pupils, staff, parents and visitors regardless of their sex, disability, religion or belief, sexual orientation,



gender reassignment, pregnancy or maternity. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

**4.3** The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Improve access to the physical environment of the school including facilities provided within the classroom.
- Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work
- Improve the delivery of information to pupils, staff, parents, and visitors with disabilities.

It is acknowledged that there will be need for ongoing awareness raising and training for all staff and pupils in the matter of disability discrimination and the potential need to inform attitudes on this matter.

#### **4.4 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 does, and will continue to, 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 SENDA policy for procedures involving extra-time, and under the Curriculum and information section, 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 and ease of accessibility across different parts of the site
- 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.

#### **4.5 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 identified and actions to address these areas planned. It may not be feasible to undertake all 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 and Brandling House, have power operated accessible doors to enable entry at the ground floor to the buildings.

The school's Main Building has been refurbished to provide disabled access; however, there are currently some restrictions on access for disabled users on the first floor (specifically access to the Studio Theatre, M216 and M219 and the 6th Form Mezzanine).

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

#### **4.6 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.

#### **4.7**

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

- Equality, Diversity & Inclusion
- Health & Safety Policy
- Equal Opportunities & Race Equality Policy
- Special Educational Needs Development Plan, Action Plan & Policy
- Behaviour, Rewards and Sanctions Policy
- Safeguarding & Child Protection Policy
- Anti-bullying Policy
- Supporting Emotional Wellbeing and Good Mental Health Policy
- Curriculum Policy
- Emergency Procedures

**4.8** The Plan will be monitored through the Governing Body.

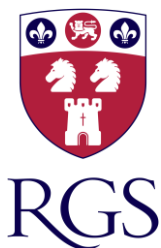
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### **5. Access to the Plan**

The plan (Appendix 1) will be made available upon request to any current parent or prospective parent who requests it. We will also hand the plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. The plan will also be made available to any member of staff or applicant for a post at the school who requests it. The plan will be shared with senior management and will inform relevant aspects of the school's development plan. The plan will be made available to upon request.

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## 6. Financial Planning & 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.

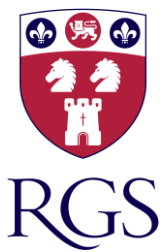
The RGS Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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## 7. Monitor and Review

The Accessibility Plan will be monitored every year by the designated person and the SENDCo.

This policy will be reviewed every year and more frequently if there are changes in any relevant legislation.



## **CONTACT DETAILS**

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## Appendix 1 – Royal Grammar School 3 Year Accessibility Plan

### Increasing the extent to which disabled pupils can participate in the school curriculum (including extra-curricular activities)

Target	Action	Success Criteria	Resources	Timescale	Monitoring	Review
Develop the use of ICT to support all pupils' needs	Ensure ICT equipment, hardware and software are fit for purpose of supporting all pupils' needs.	All pupils can access curriculum using appropriate ICT	Outlined in Digital Strategy Budget	Complete, ongoing	SLT/SENDCo  Head of Digital Strategy	Summer 2025
Establish resources, expertise and a range of support networks for staff	Audit SEN information and resources in school and LA. Training of staff	Staff informed of available support. Staff confidence in providing appropriate support to disabled pupils	SEN Support Bronze Package – Newcastle Local Authority £750 approx	Complete, ongoing	HR Lead SLT / HOD's	Summer 2025
Ensure equal access to educational visits	Review Educational Visits policy and Equalities policy	Educational visits inclusive in policy and practice. Appropriate risk assessments completed.	Co-Curricular	Complete, ongoing	Deputy Head Co-curricular	Summer 2025
Make provision for pupils during assessments and exams	Pupils are tested to ascertain need as Appropriate	All pupils have access to assessments and exams	Learning Support Departmental Budget/Exams Budget	Complete, ongoing	SENDCo & Learning Support Department	Summer 2025



RGS



Ensure awareness of disabled pupils' needs during transition	Awareness to potential issues with access to school areas in advance of students starting	If needed, tours for parents or children accompanied by associated professionals if required with mobility problems are arranged.	NA – part of admissions process	Complete, ongoing	Head of Admissions SENDCo / SLT – Head of Sixth Form Head of Year 7	Summer 2025 via transition process
Maintain commitment to a well-trained and qualified Learning Support team	Maintaining budgets and training of specialist staff	Staff have a qualified team to consult and to help to deliver education to disabled pupils	CPD Budget	Complete, ongoing	Deputy Head SENDCo	Summer 2025 via Appraisal process

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Improving access to the physical environment					
Accessibility outcome	Action to ensure outcome	Who is responsible	Long, medium or short-term	Time frame	Notes
M111-112 – 6 <sup>th</sup> Form Mezzanine	Not currently accessible	DFO	Long	By 2024	
M122 – Office Archive	Not currently accessible	DFO	Long		No current plan as limited access required
Access to M211, M212,M214 counselling	Access is under review and options being examined to provide improved access.	DFO	Long	By 2024	
Access to M215- M219 Studio Theatre and Classics	Access is under review and options being examined to provide improved access.	DFO	Long	By 2024	
B219-B220	Library Landing	DFO	Long		No current plan as limited access required
Lambton House – first floor toilets	Staff toilets	DFO	Long		To be reviewed
Cricket Pavilion	No access to first floor				

Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Target	Action	Success Criteria	Resources	Timescale	Monitoring	Review
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Access translation services for specific families as needed	Develop core principles of need, establish process of translation	Principles and procedures clear to all staff and available to parents as needed	Pastoral/Admissions Budget	As and when required by student intake	SLT / SENDCo / parents/carers	Summer 2025 via meetings with Parents when appropriate
Review admissions process to ensure carers' access needs are catered for	Include question in confidential pupil data collection sheet about parents' / carers' access needs	Carers' needs established on pupil entry to school	NA – Update Admissions Form	In progress	Deputy Head Head of Admissions	Summer 2025
School is aware of access needs of disabled children in advance of admission.	Create access plans for individual disabled children as part of IEP process when necessary	Pupil needs established before entry to school	Admissions/Transition	Ongoing	SLT / Admissions Team SENDCo	Summer 2025
All parents and pupils' access and contribute to procurement of SEND provision for EHCP students.	Review SEND process to ensure all parents and pupils have equal access to process	All parents and pupils able to contribute effectively to SEND process	NA – Local Authority Contribution	Ongoing	SENDCo/ Learning Support Department	At Annual Review Meetings
Provide resources in an easy to read format or larger print	If required, resources are available in large format and are accessible using Microsoft accessibility tools.	If required, pupils with reading difficulties can access different types of material	NA	Ongoing	SENDCo / Sensory Support Services Head of Digital Strategy	As required

Ensure information in lessons can be read on the board and teacher's voice can be heard	Ensure light and sound is optimised by having blinds and curtains operational in all classrooms; carpet in classrooms; use of seating plans	All pupils can see and hear lessons	NA – reasonable in class adjustment	Complete	Head of Facilities and Estates Teachers / HOD's / SENDCOs/SLT	Summer 2023
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