



RUGBY SCHOOL THAILAND



ACCESSIBILITY POLICY WHOLE SCHOOL

THE WHOLE PERSON THE WHOLE POINT

The health, safety and well-being of young people are of paramount importance to all the adults who work at Rugby School Thailand. Children have the right to protection, regardless of age, gender, race, culture, sexual orientation, or disability. They have a right to be safe in our school. Members of staff in the school have a legal and moral obligation to safeguard and promote the welfare of the pupils, taking all reasonable steps to protect them from harm whether from physical injury, abuse, neglect, emotional harm or from anything that interferes with their general development.

Version Control

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Approved by Sub-Committee: Governance & Compliance	Approval Date: Nov 2022	Date of next review: August 2024

This policy relates to:	<u>Accessibility</u>
Responsible Department(s):	
Other standards:	
Legislation or other requirements:	

Review process

Policy review frequency: Annually or as required	Responsibility for review:
Review process: I. COO to conduct policy review. II. Modification will be made where appropriate. III. Submit for review and approval by the School Leadership Team then Governance & Compliance	
Documentation and communication: Document decision changes will be written in as addition and approved via SLT. There will be an update on the Version Number of the Document.	

Table of Contents

1. AIMS	4
2. UK LEGISLATION AND GUIDANCE	4
3. THAI LEGISLATION	4
4. THE SCHOOL'S LAYOUT AND FACILITIES	5
5. ACCESS TO THE CURRICULUM	6
Physical Access	7
Action plan	7
Monitoring arrangements	8
Links with other policies	8
6. ACCESSIBILITY PLAN	8
Background to the Accessibility Plan	8
General	9
Increasing the extent to which disabled pupils can participate in the school curriculum.	9
Improving the physical environment of the school	9
Improving the delivery of information to disabled pupils	10
Provision for Staff Disability	10
Temporarily Disabled	11
Recreation and Sport	11
Welfare	11
Appendix 1	12

1. AIMS

- 1.1. Schools in the UK are required under the Equality Act 2010 and the Disability Discrimination Act 2002 to have an accessibility plan. The purpose of the plan is to:
 - Increase the extent to which pupils with disabilities can participate in the curriculum;
 - Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
 - Improve the availability of accessible information to pupils with disabilities.
- 1.2. As a British school in Thailand, Rugby School Thailand follows British accessibility legislation as best practise insofar as it is compatible with Thai legislation.
- 1.3. 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.
- 1.4. Rugby School Thailand is an academically selective school and it is our aim to ensure that any prospective student, who fulfils our admissions requirements, is able to come to the school irrespective of personal disability or special educational need.

2. UK LEGISLATION AND GUIDANCE

- 2.1. RST wishes to adopt and implement best practice, whilst ensuring compliance with Thai legislation. Our guidance includes:
 - [schedule 10 of the UK Equality Act 2010](#);
 - UK Department of Education [guidance for schools on the Equality Act 2010](#);
 - UK [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- 2.2. 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.

3. THAI LEGISLATION

- 3.1. Under Thai law and provisions, schools are to be moving towards inclusive classrooms, serving all students with quality education and support as needed.
- 3.2. The Education Provision for Persons with Disabilities Act (2008), Section 5 states that students with disabilities are to receive up-to-standard and quality-assured education, including educational courses, and educational examination which are appropriate and harmonious with special requirements of each individual person with each type of disability (5.3)

- 3.3. Section 8 requires schools to develop individual education plans for students with disabilities and requires that plan to be reviewed and updated at least yearly.

4. THE SCHOOL'S LAYOUT AND FACILITIES

- 4.1. The School site consists of the following buildings (full site plan available):

- **The Oval (Pre-prep)**
Built in 2017 this building is a two-storey oval shaped building with a lift to the second floor classrooms. Gateways into the ground floor have sloped access.
- **Marshall House (Prep Boarding)**
Built in 2018, the building has 3 storeys all of which are accessible by lift. Entrance to the ground floor has sloped access.
- **Dining Room**
Built in 2017. A ground floor building only.
- **CGA -Covered Games Area**
Completed 2017. Accessible to all at every entrance.
- **Prep School**
Completed 2017. A three-storey building with lift access to all floors. Entrance to the ground floor has sloped access.
- **Administration Building**
A two-storey building with lift access to the first floor. Entrance to the ground floor has sloped access.
- **Boat House**
A single storey building with sloped access. Completed in 2017.
- **Staff Accommodation 1**
Built in 2017. A three-storey building with a lift to all floors. Entrance to the ground floor has sloped access.
- **Staff accommodation 2 & 3**
Built in 2019. each three storeys - all with lift access. Entrance to the ground floor has sloped access.
- **Collingwood Centre**
A 2-storey building with a second floor study space. Completed 2018. Entrance to the ground floor has flat access.

- **Senior Science Centre**
A three-storey building with a lift to all floors. Completed 2019. Entrance to the ground floor has flat access.
- **Main Secondary Building encompassing a Design and Technology and Arts centres**
A three-storey building with lift access to all floors. Completed 2020. Entrance to the ground floor has sloped access.
- **Senior Boarding House 1 (Rupert Brooke House)**
Built in 2018. A three-storey building with lift access to all floors. Entrance to the ground floor has flat access.
- **Senior Boarding House 2 (School House)**
Built in 2019. A three-storey building with lift access to all floors. Entrance to the ground floor has sloped access.
- **Webb Ellis Sports Centre**
Completed in 2020. A two-storey building. Gymnasium, basketball arena, swimming pools, changerooms, toilets and Senior School Health Centre on ground floor. Entrance to the ground floor has level access.
- **Music/Drama/Dance Block**
Completed in 2020. A two-storey building with lift access to the second floor. Entrance to the ground floor has flat access, with a disabled ramp also accessing the building.
- **Senior dining hall**
Completed in 2022. A single storey building with sloped access

5. ACCESS TO THE CURRICULUM

- 5.1. Pupils with identified or suspected specific learning difficulties are supported by our Support for Learning Department. See Rugby School Thailand's SFL Policy for further details.
- 5.2. The parents of all prospective students with special educational needs, including medical or physical disabilities are encouraged to discuss their needs prior to our entrance procedures to enable us to make any adjustments that may be required.
- 5.3. Pupils in the Pre-Prep with SFL may opt to receive learning support lessons within the curriculum at no extra cost; pupils in the Prep and Senior may receive support lessons at an additional cost during a study period according to need.
- 5.4. Support for Learning staff develop individual learning plans with targets that are shared with parents and target progress is updated termly.
- 5.5. Staff receive on-going training to enable them to understand the needs of SEND and disability including deaf awareness training; individual support sheets are prepared to inform teaching staff

about the strengths and weaknesses of SEND/disabled students and to offer specific guidance on appropriate adjustments and strategies for teaching; creation of dedicated learning support centre to facilitate easier access to resource

Physical Access

5.6. Rugby School Thailand is committed to improving accessibility to our buildings wherever it can. As the site grows we are aware of access points for children with disability and as such have considered ramps and wheelchair access across key areas to allow access from the Senior School, through the Prep School to the Pre-Prep building.

Action plan

5.7. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good practice	steps to be taken	responsibility	success criteria
Provide access to curriculum for all regardless of disability	<p>differentiated curriculum</p> <p>appropriate resources to support learning</p> <p>curriculum progress is tracked for all pupils</p> <p>targets set to support all levels and abilities</p> <p>curriculum reviewed to meet needs of all pupils</p>	<p>SfL team across the school works together to ensure all needs are met</p> <p>Budgets</p>	Head of SfL	
Physical Environment	<p>Ramps</p> <p>lifts</p> <p>corridor spaces</p>	<p>Ramp access is provided between the three Schools</p> <p>Disabled parking bays to be provided</p>	<p>Estates Manager</p> <p>Estates Manager</p>	

	disabled toilet facilities for Prep children and older	Disabled toilets for pre-prep children	Estates Manager	
Improve the delivery of information to pupils with a disability	communication methods braille large print induction loops	Hearing loops in Assembly halls	Estates Manager / Head of IT	

Monitoring arrangements

- 5.8. This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.
- 5.9. It will be reviewed and updated by the RST Strategic Committee for approval by the Board of Governors

Links with other policies

5.10. 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
- Fire Policy

6. ACCESSIBILITY PLAN

Background to the Accessibility Plan

- 6.1. Wherever practicable, the School will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school.

General

6.2. The School will review this plan on an annual basis to monitor and evaluate:

- the effectiveness of action taken in the previous school year
- relevant targets for the next school year
- responses to any further legislative changes

6.3. The School will keep a record of all reasonable adjustments and it will be available to interested parties (see below).

Increasing the extent to which disabled pupils can participate in the school curriculum.

6.4. As budgets allow:

6.4.1. The School will provide appropriate and reasonable training to staff to support any pupil with a disability or with Special Educational Needs. Access will be provided to specialist help for that pupil where reasonable and practicable.

6.4.2. Where physical access to the site is difficult for a prospective pupil, the school recognises a need to be proactive in enabling such access. Accordingly, pupils with relevant disabilities will, where practicable, be:

- placed in a registration group that is most convenient for physical access
- prioritised in the writing of the timetable with regard to accessible rooms and set allocations

6.4.3. To enable pupils with LDD to participate and achieve their potential, IEPs will be used, there will be extra individual classroom support from members of the Learning Support Department, and one-to-one support outside the classroom.

Improving the physical environment of the school

6.5. As budgets allow:

6.5.1. The School will draw up an estimate for providing disabled access to all academic areas of the site to assist the prioritisation of expenditure over the next five years.

6.5.2. The School will annually undertake a fire safety risk assessment and update the School's fire evacuation plan.

6.5.3. The School will aim to make newly constructed buildings fully accessible to disabled pupils.

6.5.4. All conversions to existing areas of the School that sit outside the scope of the Acts in 3 above will be considered with regard to disabled access and every reasonable effort made to improve access within the scope of the work.

6.5.5. All new equipment purchased for teaching will be considered as to its suitability of use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.

- 6.5.6. Appropriate lighting will be installed where computer use makes it necessary. The provision of other lighting around the campus will be reviewed to take into account the needs of disabled pupils.

Improving the delivery of information to disabled pupils

6.6. As budgets allow:

- 6.6.1. The School will arrange for documents to be provided to prospective parents who have a disability in forms that meet that need, if so requested and it is reasonable to do so.
- 6.6.2. Where practicable, the School will attempt to provide documents in large print format, on request.
- 6.6.3. The School will continue to provide INSET to staff to support them in better communication with pupils with LDD, Special Educational Needs or other disabilities.
- 6.6.4. Subject Leaders will be required as part of the Schemes of Work for their subjects to ensure that any notes or other printed material provided for the pupils will, where reasonable and practicable, be available in a form suitable for pupils with LDD, Special Educational Needs or other disabilities.
- 6.6.5. The School will also plan to invest in classroom technology to support the provision of clear images and text.

Provision for Staff Disability

- 6.7. Information concerning disability is included in the application form. This would lead to a discussion of the actions necessary should the candidate be appointed.
- 6.8. Following appointment, the needs of the disabled member of staff will be discussed on a regular basis.
- 6.9. Where necessary, support staff time can be made available, relevant to the disabled member of staff's needs.
- 6.10. Timetable adjustments may be made to reflect the needs of disabled members of staff.
- 6.11. Within financial constraints, the School will aim to make adjustments to the premises to reflect those needs.
- 6.12. The Headmaster and the Board of Governors will take positive action against any employee's harassment of another employee either on grounds of disability or any other grounds recognised by the law. All employees have a duty to report instances of harassment to the Headmaster (or in the case of harassment by the Headmaster, to the Chair of Governors).

Temporarily Disabled

- 6.13. Needs will be discussed with disabled person, matron, parents. Matron will draw up an information sheet and a friend will be allocated to the pupil.
- 6.14. Necessary information passed to all relevant personnel so that temporary adaptations of routine, location and procedure can be made.

Recreation and Sport

- 6.15. Difficulties of access have already been discussed to the various extra-curricular and sporting activities.
- 6.16. The School, in discussion with parents and the pupil involved, will continue to ensure that all adjustments possible in line with common sense and practical application will be made for particular disability.

Welfare

- 6.17. Welfare difficulties arising from issues surrounding disability – bullying, non-integration, complaints and so on – are dealt with by existing school systems, such as the Anti-bullying Policy and the Behaviour Policy.
- 6.18. The school's pastoral care system is already in place to monitor the welfare of all pupils.
- 6.19. The Deputy Head would take a leading role in overseeing the welfare issues of any disabled pupils.

Accessibility audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				