



Ranelagh School

Accessibility Plan

Date reviewed by SLT	Autumn 2 2016
Date reviewed by Designated Governor	Autumn 2 2016
Date approved by Governing Body	Autumn 2 2016
Date of next review	Autumn 2 2019
Published	Website Staff Shared Area (0;Subject Areas;Policy Documents)

Rationale

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled Students. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long term negative effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a Committee of the Governing Body, an individual or the Head Teacher

Aims of the Ranelagh School Accessibility Plan:

The school plans, over time to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Increasing the extent to which disabled students can participate in the school Curriculum.
- Improving the communication to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are non-disabled.

The actions planned to meet these aims are set out in the three areas below:

Area 1. Ensuring, and when necessary, improving access to the physical environment of the school

	Targets	Tasks	Outcome	Resources	Timescale	Monitoring
Physical Access	Audit of accessibility of school buildings and grounds. Suggest actions and implement as budget allows	Review and where appropriate and necessary, make improvements to: <ul style="list-style-type: none"> • Access to buildings • Access to lift • Provision of ramp at back entrance • Accessible parking bays • Signage • Flagstones on footpaths 	Site accessible	Time Budget for capital projects (DFC)	On-going	STS/MAW Report budgetary shortfall to Finance, Infrastructure and Personnel Committee for consideration
Emergency Access	All students and adults to be able to evacuate building safely in an emergency	Review <ul style="list-style-type: none"> • Fire escape plan • Personal evacuation plans (where needed) 	Update plan accordingly	Time	Annually	Health and safety committee

Area 2. Ensuring, and where necessary, increasing access for disabled students to the school curriculum

Curriculum Access	All students have access to a broad, balanced and relevant curriculum	Review curriculum and options process	All students able to access accredited courses	SLT and CL presentation and discussion Budget and staffing	Ongoing	MAW/Achievements and Standards Committee
	Ensure participation in extracurricular activities, trips and visits	Audit of and monitoring of extracurricular provision Individual students monitored in planning visits	Increase in participation rates	Time	Ongoing	JY
Transition Arrangements	Smooth transition between schools including flow of information	Review transition arrangements for year 7 and students joining within the year	Needs of students highlighted	Time	Ongoing	JAT/AMS/HLS Achievement and Standards Committee
Access Arrangements (Examinations)	Eligible students receive correct access arrangements	Ongoing assessment of access arrangements for internal and external examinations	Needs flagged and accounted for in access arrangements	Time and budget for testing – currently once in summer term and once in autumn term	Ongoing	CGR/EAC/AMS Achievement and Standards Committee

Area 3. Ensuring, and where necessary, improving the effective delivery of information to disabled students, parents and staff

Equality and Inclusion	Staff awareness of disability issues	Review staff training needs. Provision of training and information updates as necessary (staff meetings/INSET days)	Awareness of issues			JAT/AMS
	Ensure that policies consider the implications of disability access	Consideration given on rolling basis as policies are reviewed	Policies reflect current legislation	Time	Ongoing	SLT
	Continue to monitor the publication of statutory information and data	Ongoing check of any changes to statutory information and data that must be shared	Information shared reflects current legislation	Time	Ongoing	MAW/RB
	Continue to ensure information is accessible to parents, staff and students	<p>Review</p> <ul style="list-style-type: none"> • Signer access • Staff/student resources • Presentation font size • Website • Letters 	All parents access required information	Time and resources	Ongoing	SLT