



# Accessibility Plan

Ribston Hall High School

**Approved by:** Finance Committee **Date:** 6 December 2022

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled students can participate in the curriculum
- › Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and services provided
- › Improve the availability of accessible information to disabled students

At Ribston Hall High School we are committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010). Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff, and trustees of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Increase access to the curriculum for students with a disability</b>	Ribston Hall offers a curriculum appropriate to all our students. The curriculum is designed to allow accessibility to all students and staff are trained to	Ensure that staff feel equipped to deliver high quality lessons to all students with SEND	<p>A suite of masterclass sessions will be available to staff on a range of SEND topics, focusing on a different aspect each term (SEMH autumn, C&amp;I spring, C&amp;L summer)</p> <p>Staff will be audited to identify their specific SEND training needs</p> <p>SENCO to meet with CL to discuss lesson observations and report in the summer term these findings</p>	SENCO	JUL23	<p>Lesson observations and QA in curriculum areas will recognise adaptive and effective teaching of SEND students</p> <p>Students will identify this through feedback to SENCO</p> <p>Any gaps in attainments noticed in target setting will be reduced by the following assessment point (on average in each year group)</p>
	We use resources tailored to the needs of students who require support to access the curriculum	Creation and use of a clear tool to monitor provision and intervention of SEND within school	<p>Interventions put in place can be valued (financially) and assessed for effectiveness against other interventions</p> <p>Staff will be able to select the best interventions for</p>	SENCO	JAN24	Interventions for all students will be tracked and monitored, will also be evaluated for effectiveness

			their students and identify need more accurately			
	Curriculum progress is tracked for all students, including those with a disability	At each assessment point students with a disability will be monitored to ensure they are making progress in line with all	SENCO, HoY;s and CL's to monitor data at each assessment point and evaluate the progress of these students	SENCO, CL's, HoY's	Ongoing	Students with a disability make the same levels of progress as their peers.
	Targets are set effectively and are appropriate for students with additional needs	Student support plans to be reviewed by TA and SENOC	TA, and subsequently SENCO to meet and review SSP with all students and parents	SENCO	JUL23	All student plans to be updated by September 23 to allow students to access all information needed.
	The curriculum is reviewed to make sure it meets the needs of all students	Quality assurance process is in place, curriculum leads review this with SLT to ensure this meets student needs	SLT to review curriculum maps in all key stages to review this	SLT and CL's	JUL23	Updated curriculum maps will be produced.

<p><b>Improve and maintain access to the physical environment</b></p>	<p>The school has in place an Estates Management Strategy to consider the site and plans for future periods, congruent to the aims and objectives outlined in the School Development Plan</p> <p>The environment is adapted to the needs of students as required and within the constraints of the budget. This includes:</p>	<p>To provide accessible learning environments on all floors in the Mortimer building by installing a lift and renovating the former science laboratories</p>	<p>CIF Bid 23-24 application to incorporate lift access in the Mortimer block to make best use of first and second floors to allow access for all students to a redeveloped learning space to include learning resource centre, study centre, cyber hub, and renovated classrooms</p>	<p>F&amp;OM/SLT/ Trustees</p>	<p>Pre-planning application to Gloucester City Council submitted NOV22</p> <p>CIF Application submitted by DEC22</p>	<p>DfE award funds and renovation of block completed with lift to all floors by SEPT23</p>
	<ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>To extend dining hall facilities to provide for growing cohort of students and develop main entrance to provide a secure site</p>	<p>On completion of redevelopment of Mortimer second floor, relocation of library to make space for second dining space with greater accessibility</p>	<p>F&amp;OM/SLT/Site Manager</p>	<p>JUL24</p>	<p>Dining areas expanded with accessible dining for all</p>
		<p>To provide accessible toileting facilities on each floor and individual gender-neutral toilet facilities across the school site (phase 1 within CIF bid 23-24)</p>	<p>To encompass within asset management plan and cost within budget/three-year plan</p>	<p>F&amp;OM/SLT/Site Manager</p>	<p>JUL23 for approval by Board of Trustees</p>	<p>Budget provides for phased development of toilet and changing facilities throughout the three-year plan</p>

		Remarking of parking spaces to provide designated disabled parking spaces close to all main blocks and entrances	Quotes to be sourced for summer programme of works 2023	Site Manager	Quotes sourced APR23 Works planned for summer 2023	Car park remarked in readiness for start of new academic year SEPT23
		New doorway to drama studio to be DDA compliant to allow for disabled access	Site Manager to create new doorway	Site Manager	JUL/AUG23	Accessible drama studio by SEPT23
<b>Improve the delivery of information to students with a disability</b>	Our school uses a range of communication methods to make sure information is accessible. The main focus for this work will be included in student support plans, that are reviewed and tailored to student need. Some of the changes and adaptations may include: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul>	Ensure that the school website provides good access to relevant information for pupils and families.  Student support plans to be reviewed and	Communications manager to review and amend the website as necessary  Parents will be given the opportunity to attend a termly drop in clinic to discuss any SEN support or concerns with the SENCO, this would be aimed at early interventions and support.  TA, and subsequently	Communications manager  SENCO  SENCO	JUL/AUG23  JAN23  JULY23	Website is updated with all necessary information.  Pupils and families have direct access through the website to relevant information and contacts  All student plans to be updated by September 23 to

	<ul style="list-style-type: none"><li>• Use of a laptop with supporting notes in lessons.</li><li>• TA support</li><li>• Use of advice and support from external professionals including the advisory teaching service</li></ul>	tailored to individual needs, including guidance from other agencies as necessary/	SENCO to meet and review SSP with all students and parents			allow students to access all information needed.
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## **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Finance and Operations Manager and SENCO (Special Educational Needs Coordinators).

It will be approved by the Finance Committee.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health and Safety policy
- Equality information and objectives policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy