



Thinking Schools Academy Trust

“Transforming Life Chances”

Accessibility Plan

Rochester Grammar School

This policy was adopted on	June 2021
The policy is to be reviewed	June 2024

1. Vision Statement

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 staff and students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled staff and students

Rochester Grammar School (RGS) aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Statement of Ethos: The Rochester Grammar School

The ethos of this school is “excellence for all”; we have the highest expectations of all of our learners in terms of their commitment to academic achievement, respect for others and contribution to the school community. Our Mission Statement, “Transforming Life Chances”, articulates the strength of personal support, care and guidance given to each learner.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The School supports any available partnerships to develop and implement the plan.

The School’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in School, this procedure sets out the process for raising these concerns.

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 an auxiliary aid or adjustments to premises.

3. Action Plan

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

Please note that an accessibility audit of the school will be scheduled in once coronavirus restrictions allow, to enable a full and complete action plan to be developed.

Aim	Current good practice <i>Established practice and practice under development</i>	Person responsible	Date to complete
To implement and maintain a monitoring system to support students with a disability.	<ul style="list-style-type: none"> • Maintain a register of children with a disability • Monitor patterns of attendance • Monitor participation in off-site activities and residential visits • Record student achievements 	SENCO	Ongoing
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> • The School offers a differentiated curriculum for all students. • The curriculum is reviewed annually to ensure it meets the needs of all students. • Staff have access to SEND resources, which are tailored to the needs of students who require support to access the curriculum. • Staff are aware of children with disabilities such as dyslexia, ADHD, diabetes etc and plan accordingly. • Teachers, Pastoral and Support staff have access to specific CPD for disability issues. • Curriculum resources include examples of people with disabilities. 	Principal	Ongoing CPD programme reviewed regularly to address any training needs Teacher/staff around the child meetings to share good practice and next steps Individual meetings with class teacher and SENCO to discuss needs

	<ul style="list-style-type: none"> • Curriculum progress is tracked for all students, including those with a disability. • Targets are set effectively and are appropriate for students with additional needs. • Students have full access to trips and extra-curricular activities. <ul style="list-style-type: none"> - Risk assessment prior to trips - Plan trips and activities with parents to ensure access - Provide support for students to ensure they can access our of hours activities • PSHE curriculum reviewed to ensure disability awareness is taught effectively • Provide opportunities for children to meet with people with a variety of disabilities. • Review provision in other areas of the curriculum e.g. PE • Purchase books and other resources that promote positive images of disability • Invite disabled speakers and visitors to assemblies, events 		
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted, or will be adapted, to the needs of staff and students as required</i></p> <p><i>Please note that some of the below work is awaiting the accessibility audit, planned for when coronavirus restrictions allow.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Disabled parking bays. 	<p>Thinking Facilities</p>	<p>Ongoing</p> <p>Each summer term in relation to new intake</p> <p>For every mid-term admission</p>

	<ul style="list-style-type: none"> • Disabled toilets and changing facilities. • Aids are provided for those who are visually impaired – for example edge of steps marked with yellow. • Ensuring that all disabled staff and students understand fire notices and have an up-to-date PEEP (Personal Emergency Evacuation Plan). • Parents/carers are consulted about access needs during transition/when a child is admitted to the School. • Parents/carers and children are consulted about access in review meetings. • Information on the needs of users, staff and students. 		Pupil/Parent review meetings
Improve the delivery of information to students with a disability	<ul style="list-style-type: none"> • Internal signage. • Large print resources. • Induction loops. • Pictorial or symbolic representations. • Ensure Teachers, Pastoral and Support staff have access to specific training for disability issues. • Ensure that all staff can differentiate the curriculum and are aware of SEN resources. 	Principal	Ongoing
Ensure that disabled adults are considered equally with others for posts in the School.	<ul style="list-style-type: none"> • To welcome all applicants for Teaching, Pastoral and Support staff posts. • To encourage all members of the community to consider becoming a governor. 	Principal	Ongoing

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary – e.g. once the accessibility audit has been completed.

It will be approved by the Principal.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy