



# Accessibility Plan



**ASPIRATION**

**Aspiration: Dream Big**

*If your dreams don't scare you, they aren't big enough!*



**RESILIENCE**

**Resilience: Be Determined**

*Resilience is a skill, not an ability. It can be learnt.*



**RESPECT**

**Respect: Communicate with Kindness**

*Manners cost nothing but mean everything.*



**INITIATIVE**

**Initiative: Solve Problems**

*Every problem is a gift – without problems we would not grow.*



**REFLECTIVE**

**Reflective: Never Stop Learning**

*Never stop learning because life never stops teaching.*

## 1. Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled persons, under Part 4 of the DDA:

- not to treat disabled people less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled persons, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled people can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## 2. Vision and Values

Royds School is an inclusive school where key values include respect and resilience. This is embodied within the strategic objectives and embodies the school’s commitment to inclusion and all students feeling included and valued.

In practical terms, the school strives to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, prospective students and our adult users with a disability. This aim is in accordance with the ambitions of the school development plan and our mission statement and values.

Royds School is committed to working together to provide an inspirational and exciting learning environment where all students can develop an enthusiasm for life-long learning. All students should

feel happy, safe and valued so that they gain a respectful, responsible attitude as part of the school and wider community.

Despite the limitations of the school building, the school strives to provide a fully accessible 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. The school is 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 will always challenge negative attitudes about disability and accessibility while working to develop a culture of awareness, tolerance and inclusion.

Compliance with the DDA is consistent with the school's aims and Equality and Diversity Policy and the operation of the school's SEN Policy. The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002). The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles. The school endorses the key principles which underpin the development of a highly inclusive curriculum including:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of students.

At Royds School we both value, and through a broad and balanced curriculum, actively seek to promote and celebrate difference and diversity irrespective of ability, need, age, gender, sexual orientation, ethnicity, attainment, disability or background. It is a school priority that every student feels valued and that their life experiences and needs are given equal regard.

The school has high expectations for our students and want them to have every opportunity to achieve their full potential, and aim to do this by removing all barriers to learning which may hinder or exclude students.

The school has regard to the Code of Practice when meeting the Special Educational Needs, including a range of disabilities, of children with a statement or Education Health Care Plan. The school's Inclusion Policy and Core Offer is made known to parents via the school website.

### 3. School Information and Audit

The Accessibility Plan for improving physical accessibility relates to the Accessibility Audit of the school, which remains the responsibility of the Governing Body delegated to the Senior Caretaker. Due to the age and design of the school buildings, it may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The 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. The detailed actions are contained within the audit while the plan outlines the strategic direction.

This Accessibility Plan has been drawn up in consultation with the Local Authority, students, parents, staff and governors of the school and covers the period from January 2016 to December 2018.

### 4. School Access Priorities

The School's 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 disability** by expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This commitment covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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.** This includes hand-outs, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame when required.

#### **4.1 Increasing the Extent to which Disabled Students Can Participate in the School Curriculum**

When a student has a disability, the SENCO will work with the student, their family and school staff to ensure that the curriculum is appropriate to their needs. Where necessary, they will also work with external agencies to ensure that the student has access to the necessary equipment or resources in the appropriate format.

School staff receive training in making the curriculum accessible to all students, and are aware of its importance. The school will continue to seek and follow the advice of LA services such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts.

All disabled students are encouraged to participate in all activities in school and all reasonable efforts and adjustments will be made to accommodate this. This not only includes activities within the school day but also extracurricular and enrichment activities. Where necessary, and taking into account the student's wishes, this may be delivered through or within ACE.

#### **4.2 Improving the Physical Environment of the School to Increase the Extent to which Disabled Students Can Take Advantage of Education and Associated Services:**

The current site provides access to disabled students to all areas of the curriculum however due to the age and design of the building, there are limitations or challenges in certain areas. This is detailed within the Accessibility Audit. The majority of the site accessible and it is possible to teach all specialist subjects in ground floor rooms.

The school will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the new site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

#### **4.3 Improving the Delivery to Disabled Students of Information that is Provided in Writing for Students who are Not Disabled:**

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. This can include providing information in Braille, in large print, in simplified language, on audio-tape, on video-tape, through sign language, using a symbol system.

Identifying the appropriate format will take account of:

- students' impairments
- preferences expressed by students or their parents.

## **5. Management, Coordination and Implementation**

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will be published on the school website. The school understands that the Local Authority and Ofsted

will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

The Plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors' committee.

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

- Curriculum Policy
- Equal Opportunities Policy
- Health and Safety
- Inclusion
- Supporting Students with Medical Conditions
- Behaviour Policy
- School Improvement Plan
- Asset Management Plan
- School Values and Mission Statement
- Teaching and Learning
- Complaints Procedure

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.



**Royds**