



SIR THOMAS RICH'S

Accessibility Plan

This Plan was drawn up in accordance with the *Special Educational Needs and Disability Code of Practice* (April 2020) and the *Equality Act* of 2010.

Review Date: March 2023

Responsibility: The School's senior management team (SMT) draws up and implements the Accessibility Plan. It is the responsibility of the Governors' Curriculum and Evaluation Committee to review the plan, monitor its implementation and ensure that none of the School's policies would discriminate against pupils with a disability. It is developed in accordance with the **Examinations and Assessments for Disabled Candidates Policy** and the **Access Arrangements (Examinations) Policy**, both of which are part of the *Examinations Suite of Policies*.

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1. Introduction

A person is defined as having a disability "if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities." 'Substantial' means more than 'minor or trivial'. 'Long term' means has lasted or is likely to last more than 12 months. This definition covers sensory or physical needs, communication or interaction difficulties, cognitive needs, emotional difficulties and some medical conditions including asthma, diabetes, cancer, HIV/AIDS, and multiple sclerosis.

Schools have two key duties: First, to make reasonable adjustments to prevent discrimination through procedures, criteria, practices and provision of auxiliary aids. Secondly, to publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

Sir Thomas Rich's School seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. Pupils with a disability are valued, respected and equal members of the School. The School is committed to supporting pupils to reach their full potential and enabling them to become confident individuals living fulfilling lives. The School aims to prepare all pupils, including those with a disability to make a successful transition into adulthood, whether into higher education, training or employment.

2. Admission arrangements

The Governors and Headmaster are responsible for the admission arrangements, in line with the Local Authority Coordinated Admissions Scheme (**please see the Admissions' Policy**). The School acknowledges in full its responsibility to admit pupils with a disability where they meet the admissions criteria.

3. Facilitating access to the curriculum

The current position:

- Pupils with a disability co-write (with the Assistant SENCO) an Individual Education Plan, which is shared with all teachers to inform their lesson planning and enable access to the curriculum.
- Staff who teach pupils with a disability are supported by the Assistant SENCO who in turn is advised by local authority advisory teachers and occupational health therapists in order to improve access to the curriculum.
- It is the School's practice that its resources, including those in the Learning Resource Centre, contain books and materials with positive images of people with disabilities.
- The School seeks, wherever possible, to support pupils with disabilities to attend all relevant trips including residential trips.
- Access arrangements are available for all internal and external formal examinations in order to ensure disabled pupils are treated fairly. These include, depending on level of need, additional time, rest breaks and the use of laptops.
- Careers support from Key Stages 3-5 includes all pupils having access to careers advice, fairs, interviews, outside speakers and work-related learning.

Priorities for 2022-2025:

- To appoint a new Teaching Assistant to support pupils with an EHCP
- To increase targeted support for individual pupils through structured sessions with Educational Psychologists and the Advisory Teaching Service
- To ensure pupils have quality career advice and guidance
- To encourage pupils to access extra-curricular activities through introduction of the Tommy's Award
- To encourage pupils to participate in leadership opportunities through introduction of the Tommy's Award

4. Improving the physical environment

The current position:

There is an accessible parking space at the front of the School. The site team has installed ramps outside the language centre to allow for improved wheelchair access. Accessible toilets for the disabled are located in the swimming pool changing room, the language centre, the Pavilion and Sixth Form Centre. In addition, in the entrance to the Sports' Hall there is a Personal Care Suite comprising of a toilet, washbasin, shower, plinth and hoist. Pupils who join us who are wheelchair users will have Personal Emergency Evacuation Plans (PEEPS), which identify evacuation procedures and routes from every classroom, or facility they use on site. The ground floor of the School is now largely suitable for wheelchairs so pupils with a disability can access assemblies and collective worship. The edges of the stages and steps in the School Hall are highlighted to aid mobility for pupils with visual impairments. A sound system is in place in the School Hall. Visibility and sound experiences are therefore optimised for pupils with a disability.

Priorities for 2022-2025:

- To address any concerns arising from annual site inspections / Governor Health and Safety link visits.
- To provide additional ramps for increased wheelchair access for parents and visitors.
- To consider funding streams for a lift in the main building.
- To continue to update visual warnings around school, including trip hazards, steps, open windows.

5. Improving the delivery of information

The current position:

Pupils with visual impairments have detailed *Individual Education Plans* explaining how information must be presented within the classroom. This refers to seating arrangements, lighting, worksheets, use of projectors and access to textbooks. Pupils are provided with enlarged classroom resources using a font size of their

request. Pupils are encouraged to use an iPad or laptop if this is their preferred style of working so they can access enlarged versions of textbooks, teacher resources or examination papers. The ICT team supports pupils in accessing technology to support learning.

Priorities for 2022-2025:

- Letters and student information to be provided in large print at the point of delivery for pupils with a visual impairment.
- To increase the number of individual IEP reviews and communication of these reviews to parents each year.

This accessibility plan should be read in conjunction with the following school policies and documents:

- Health and Safety Policy
- Special Educational Needs Policy
- Examinations and Assessments for Disabled Candidates Policy
- Access Arrangements (Examinations) Policy
- Careers Education, Information, Advice and Guidance and Work Related Learning Policy.
- Behaviour Policy
- Bullying Policy
- School Improvement Plan
- Year 7 prospectus
- Sixth Form prospectus