



# Accessibility Plan

<b>APPROVED BY:</b>	<b>Headteacher</b>
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Rigby Hall School fully recognises its responsibilities for safeguarding children. This policy is to be read in conjunction with the Safeguarding Policy.

## **1. Introduction**

The Equality Act 2010, places duties on Local Authorities and schools in relation to pupils and prospective pupils with disabilities. The responsibility for this Accessibility Plan lies with the Governing Body and the Headteacher. In terms of the day to day management of the Plan, responsibilities lie with the Headteacher.

Rigby Hall School buildings are predominately well designed to meet the needs of disabled pupils:

- the school and Post 16 block are one storey and all classrooms, public access rooms, including front and back entrances, toilets and hall are accessible to wheelchair users.
- all steps that may be a potential hazard for partially sighted pupils/visitors have been marked on the step edges in yellow.
- Bathroom Management Areas are available in Primary, Early Years, Holly class and the Post 16 block.
- a lift is installed to enable greater accessibility to the gym and Early Years classrooms.

## **2. Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has 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".

Disability as defined more recently in the Equality Act 2010 is:

'A person (P) has a disability if –

- a) P has a physical or mental impairment, and
- b) The impairment has a substantial and long-term effect on P's ability to carry out normal day-to-day activities

## **3. Key Objective**

At Rigby Hall we are committed to reducing and eliminating barriers, giving our pupils every opportunity to access the curriculum enabling achievement for all, and to full participation in the school community for all users with a disability. Therefore, equality of opportunity needs to be a reality for all pupils, of all backgrounds, needs and abilities:

\*Girls & Boys

\*Ethnic minorities

\*Faith Groups

\*Pupils for whom English is an additional language

- \*Pupils who are vulnerable
- \*Hearing impaired
- \*Visually impaired
- \*Autistic Spectrum Condition
- \*Allergies

To enable our pupils to take part fully in their school life we:

- \*Work alongside external agencies drawing on their expertise to advise and support
- \*Have high expectations for all of our pupils
- \*Deploy our staff according to skill and training
- \*Share good practice and encourage peer support amongst staff
- \*Work with other settings
- \*Give pupils experiences beyond the classroom through trips, sporting and cultural events, and after school clubs

#### **4. Principles**

- i) Compliance with the DDA is consistent with the school's aims and equal opportunities policy.
- ii) The school recognises its duty under the DDA;
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils.
  - not discriminating against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not treating disabled pupils less favourably
  - taking reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - publishing an Accessibility Plan.

In performing their duties, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).

The school recognises and values parents/carers knowledge of their child's disability and its effect on his/her ability to carry out activities, and respects the parents/carers and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adapted to meet the needs of individual pupils and their preferred learning styles, which underpins an inclusive curriculum

#### **5. Physical environment**

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

**6. Provision of information in other formats**

The school is aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested and will make these available where requested.