



RICARDS LODGE HIGH SCHOOL

Accessibility Plan

(PUBLISHED)

June 2024

Ricards Lodge High School	
Date written/last review	26/06/2024 - 24/11/2023
Approval level	Governors ▾
Date of next review	June 2027
Add to website	Yes ▾

Contents

Contents	2
Aims	2
Legislation and guidance	3
Action Plan	4
Monitoring arrangements	6
Links with other policies	6
Appendix	6

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

At Ricards Lodge our vision is to 'Educate Successful Women of the Future'.

To achieve this we have 4 overarching aims which are:

- To ensure that all our students are able to take full and equal places as women; who take opportunities and assume responsibility in a changing global society
- To deliver to all our students a broad, balanced and flexible curriculum
- To provide a stimulating, secure and purposeful environment in which each student is motivated to strive for excellence
- To work together in an effective partnership with RR6, parents and carers and the wider community.

We identified five values which underpin all our work. These are;

- We Aspire

- We are Resilient
- We are Compassionate
- We champion Equality
- We work Together

These are embedded in an ethos in which we build student confidence, integrity and excellence in a caring, happy school community so that our students can leave us having been given the best possible chance of achieving their full potential.

The plan will be made available online on the school website, and paper copies are available upon request.

Our 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.

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.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

Aim	Actions	Responsibility	Success Criteria
<p>Increase access to the curriculum for pupils with a special educational need or disability</p>	<ol style="list-style-type: none"> 1. Review and monitor the needs of students and adaptations needed 2. Review resources against the needs of students 3. Review student understanding through student voice, assessments and school culture 4. Review and monitor student progress to ensure school is closing any gap in attainment 5. Review target setting assessment and reporting systems 6. Review curriculum 	<p>SENCO, TAs, subject leads, pastoral leads, tutors and SLT</p> <p>SENCO, TAs, subject leads, TAs</p> <p>SENCO, TAs, subject leads and pastoral leads, tutors and SLT</p> <p>SENCO, TAs, subject and pastoral leads, working party and SLT</p> <p>SENCO, TAs, subject leads and pastoral leads, working party and SLT</p> <p>SENCO, subject and pastoral leads, departments and SLT</p>	<ol style="list-style-type: none"> 1. Our school offers a differentiated curriculum for all pupils 2. We use resources tailored to the needs of pupils who require support to access the curriculum 3. We teach students protected characteristics and how legislation has changed to ensure our school value 'We champion equality' is embedded 4. Curriculum progress is tracked for all pupils, including those with a disability 5. Targets are set effectively and are appropriate for pupils with additional needs and progress regularly communicated effectively to parents/ carers 6. The curriculum is reviewed to make sure it meets the needs of all pupils 7. Ensure appropriate

	7. Review staff training	SENCO, T&L lead, working party, departments and SLT	training for staff to teach/support students with different disabilities / medical needs.
Improve and maintain access to the physical environment	<ol style="list-style-type: none"> Continually review the layout of all teaching areas to ensure that students have full access. Review and monitoring of access arrangements for examinations 	<p>Strategic school business and estates lead and premises manager</p> <p>SENCO/ EDI & T&L, subject and pastoral leads, departments and SLT</p> <p>Exams lead, SENCO, subject leads, departments and SLT</p>	<ol style="list-style-type: none"> The environment is adapted to the needs of pupils as required. This includes; ramps, elevators, corridor width, disabled parking bays, disabled toilets and changing facilities, library shelves at wheelchair-accessible height. The examination environment and arrangements are adapted to the needs of pupils as required.
Improve the delivery of information to pupils with a special educational need and disability	<ol style="list-style-type: none"> Review and action the recommendations made by the Educational Wellbeing Service Occupational Therapist when conducting the Environmental check [audit] April 2024 regarding signage around the school, displays and messages. 	<p>Strategic school business and estates lead and premises manager with SENCO/ EDI lead, subject and pastoral leads and SLT</p>	<ol style="list-style-type: none"> Our school uses a range of communication methods to make sure information is accessible around the school and online to enable all students to navigate to their classrooms. This includes; internal signage, large and coloured print resources, pictorial or symbolic representations.

--	--	--	--

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 Senior Leadership Team and approved by the governing board.

Links with other policies

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

1. Equality information and objectives (public sector equality duty) statement for publication
2. Health and safety policy
3. SEND policy
4. Special educational needs (SEN) information report
5. Supporting pupils with medical conditions policy

Appendix

1. [Equality public sector equality duty information and objectives](#)
2. [Health and Safety Policy](#)
3. [Special Educational Needs and Disabilities \(SEND\) Policy](#)
4. [Special Educational Needs Information report](#)
5. [Supporting pupils at school with a medical conditions](#)