



RMS FOR GIRLS

ACCESSIBILITY PLAN (Estate and Academic) 2021-2024

School update	
Responsible for review of policy	DHAc/Dir LS – Academic DFO - Estate
Last school update	Estate October 2021 Academic August 2021
Governor Sub-Committee approval	
Sub Committee to review and approve	Academic/Estate
Review Period	3 years
Last Sub-Committee review date	Estate October 2021 Academic September 2021
Scheduled review	Hilary 2024
Approved by Sub Committee (Meeting date)	Estate Oct 2021 Academic Sept 2021
Next Sub-Committee Review	<i>(Hilary 2024)</i>
Related policies	<ul style="list-style-type: none"> · Admissions Policy · Disability Inclusion Policy · Learning Support Policy · Examination Access Policy
Uploaded to Staff Shared	November 2021
Uploaded to Website	November 2021

ACCESSIBILITY PLAN
(incorporating the provisions of the Equality Act 2010)
(Ruspini House, Cadogan House and Senior Department)

Introduction

RMS for Girls aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole School curriculum. We value the diversity of our School community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to School life.

Definition of Disability

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a “substantial” and “long-term” negative effect on their ability to do normal daily activities.

Substantial is more than minor or trivial and long term means 12 months or more.

Aims of the Accessibility Plan

This plan is a practical tool for implementing the School’s policy of ensuring that disabled pupils and pupils with special educational needs have maximum possible access to all the School has to offer. Its aims are to

- increase the extent to which disabled pupils can participate in the School's curriculum;
This 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.
- improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School;
This covers improvements to the physical environment of the School and physical aids to access education
- improve the delivery to disabled pupils of information which is already provided in writing to non-disabled pupils.
Examples might include handouts, timetables, textbooks and information about School events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable time frame.

Development of the current School Accessibility Plan (April 2021 – March 2024)

The Plan that follows has been developed following

- an internal audit of existing arrangements within the School for accessibility to the School’s facilities, curriculum and information by disabled pupils and to pupils with learning difficulties
- Consideration of further actions that could be taken in order to increase such accessibility
- Allocation of priorities to these actions, taking account of existing and known prospective pupils, to determine an appropriate timescale for their completion.
- Ongoing review to ensure that actions are being followed up and new areas for consideration identified

Monitoring and review

The plan covers a rolling three year period and will be reviewed and updated on an annual basis. Resources will be allocated to implementation of the plan from annual budgets according to the timescales given.

**ACCESSIBILITY PLAN APRIL 2021 – MARCH 2024
PHYSICAL ENVIRONMENT**

Location/area	Accessibility issue	Comment	Action/Timescale
Throughout site	Improve standard, visibility and logic of route signage	Clearer and more visible signage has been installed in the Car park and around Sports Hall. Further improvements can be made by having more consistency in style of directional signage around the site to make them more easily recognisable. There is constant presence of security staff at the gates to aid in directing visitors.	Financial constraints have prevented the undertaking of a school wide re-signage proposal but individual signage continues to be improved on a piecemeal basis. Rebranding across school in 2021/22 will result in more consistent signage between different parts of the School Signage and demarcation of Disability Parking spaces within the site is to be improved in 2021/22
Throughout site	Improve wheelchair access to all areas of the School	It has not been physically possible to install H&S compliant ramps at all points. Portable ramp generally available for occasional use where no other access available (kept in garage, accessible by request through Caretaking Team). See below for consideration of areas where access particularly difficult. The use of automatic opening doors at disabled entrances not compatible with site security policy.	
East End teaching corridor internal steps	Consider installation of ramp to facilitate more direct access to east end of school (Space, Pool, F&N, Art & Textiles)	The steps are too steep and have insufficient room to install a ramp at the required slope. The option to install a platform lift is possible but the cost would not be practicable. (Approx. £10K).	Step-free access is possible to all these areas except the Swimming Pool – either from outside (Space) or via the Admin Block (entrance through external door opposite Dining hall)
Exterior steps at the side of The Space	Consider installation of ramp to facilitate more direct access to Science Block	The steps are too steep and have insufficient room to install a ramp at the required slope. The option to install a platform lift is possible but the cost would not be practicable. (Approx. £10K) Access to Science Block possible via the Planetarium End.	The current building development proposal to redevelop the existing Science Building to bring together STEM departments will incorporate at least all current regulatory requirements to ensure sufficient disability access. Timing depends upon ability to raise funds.

Location/area	Accessibility issue	Comment	Action/Timescale
Access into Admin Building	Consider installation of ramp to facilitate access to Dining Hall and Medical Centre	This could be facilitated through dining hall corridor external doors – The door threshold is very low approx.. 50mm so allows a wheelchair to pass over with ease.	A small ramp could be installed if needed at very little cost.
All Buildings	Where necessary, improve decoration for visually impaired – eg contrast doors/ surrounds	K4 (Connaught Boarding House) and K1 (PARTS) done. Most areas of School have wood doorframes that contrast with the Magnolia paintwork.	Other areas where no contrast to be completed when next decorated or earlier as needed. within the ongoing Works Programme
Art and Textiles Classrooms	No wheelchair access as first floor classrooms – consider installation of lift	Not possible due to design of building. Handrails installed on stairs	Provision to be made to use ground floor rooms when timetabling wheelchair users.
Cadogan House Music Room in Admin Block	No wheelchair access –stairs	The steps are too steep and have insufficient room to install a ramp at the required slope. The option to install a platform lift is possible but the cost would not be practicable. (Approx. £10K)	Music lessons can be held in the CH Hall or K1 PARTS Centre
Upstairs Classroom Corridor	No access for wheelchairs – consider installation of lift	Not possible due to design of building. Handrails installed on stairs	Provision to be made to use ground floor rooms when timetabling wheelchair users.
Science Block	No access for wheelchairs to first floor or observatory consider installation of lift	Not practicable.	Provision to be made to use ground floor rooms when timetabling wheelchair users

Location/area	Accessibility issue	Comment	Action/Timescale
Garth Houses (used for Boarding/teaching areas)	No wheelchair access to upper floors consider installation of lift	Not reasonably possible – lift was considered on refurbishment of K1 (PARTS) but had to be rejected on financial/logistical grounds. Ground floor boarding available in K4 (Connaught). Egress can only be achieved using an Evac-chair due to the nature of the buildings.	Timetabling of lessons elsewhere or in ground floor rooms is the most practicable approach

Resource Centre (Library)	Consider wheelchair access into or within building. Use of ramps	Not possible to install ramps outside as gradient/length would create a trip hazard on pathway. Inside stairs area is too restricted for ramp.	Portable ramp is used as necessary to facilitate access to this building via the front door. There are also other step-free entrances to the building
Whole site	Consider accessibility of emergency and evacuation systems to all pupils	Visual alerts now incorporated into system PEEPs (Personal Emergency Exit Plan) written by Director of Learning Support and Health Centre for disabled students or student groups	Uploaded to students' profile on iSAMS
External site	Consider adequacy of lighting	New LED lighting has been installed around the site. Strip lighting under the NMH steps. Car park bollard lighting not satisfactory but planning restrictions prevent higher lighting	Consider ways the CP lighting can be improved without contravening planning restrictions.
	Easing Access around the large external site for disabled visitors	Consider purchase of 4-6 seater buggy to transport visitors/prospective pupils/parents around site	Consider for 2022-23 Capex budget

CURRICULUM

Action	Responsibility	Timescale
Inset and awareness training for all staff	Director of Learning Support (DoLS)	Ongoing, rolling programme to join departmental meetings at least once a year. Rolling programme of disability awareness presented at Whole School Inset in September and January
Departmental handbooks and DIP to include acknowledgement of disability issues and reference to differentiation	HoD	HoDs emailed templates of learning support policy within a subject department.
Conduct a regular audit on the access to the Academic Curriculum for disabled pupils	DoLS	Ongoing consideration of individual needs as part of the end of year exam review. As assessment programme changes (2018-2019) review of individual needs will be by department throughout the year.
Ensure that staff are able to access information about pupils with disabilities, including individual strategies.	DoLS	Available on iSAMS learning support profile. Hard copies in the PALS office and uploaded to the pupil's record on iSAMS.
Developing provision for hearing impaired students including the use of FM radio aids	DoLS	Liaise with local authorities where appropriate. Ongoing training and strategies for staff re classroom implications.
Developing the use of technology, such as tablets, laptops, speech activated software, read/write software etc	DoLS	Ongoing development of the use of apps to meet individual needs.
Liaise with Heads of Department to ensure that key materials are provided in a variety of formats, including written, visual and audio.	DoLS, HoD	Ongoing. Provide advice and share best practice.
Liaise with external agencies to develop specific strategies for emotional and communication disorders.	DoLS	Circulate information to teaching staff regarding specific needs and classroom strategies. Ongoing, as and when need arises.

