







# RMS FOR GIRLS

## ACCESSIBILITY PLAN (Estate and Academic) 2024-2027

<b>School update</b>	
Responsible for review of policy	DHAc/Dir LS – Academic DFO - Estate
Last school update	Estate October 2021 Academic August 2021
<b>Governor Sub-Committee approval</b>	
Sub Committee to review and approve	Academic/Estate
Review Period	3 years
Last Sub-Committee review date	Estate January 2024 Academic February 2024
Scheduled review	Hilary 2024
Approved by Sub Committee (Meeting date)	16th January 2024 - Estate 29th February 2024 - Academic
Next Sub-Committee Review	Hilary 2027
Related policies	<ul style="list-style-type: none"><li> Admissions Policy</li><li> Disability Inclusion Policy</li><li> Learning Support Policy</li><li> Examination Access Policy</li></ul>
Uploaded to Staff Shared	February 2024
Uploaded to Website	February 2024

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

## **1 Introduction**

- 1.1 RMS for Girls strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

## **2 Definition of Disability and scope of the plan**

- 2.1 A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

- 2.2 The School's Accessibility Plan contains relevant actions 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 School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or 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 readily accessible to pupils who are not disabled.
  - *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.*

## **3 How the plan is constructed**

- 3.1 The School has delegated responsibility for accessibility to the Deputy Head Academic, the Director of Learning Support, and the Director of Finance and Operations who will consult with other staff members whose expertise in any field would be of assistance. The team's terms of reference are:

- to review regularly the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- to prepare the School's accessibility plan
- to review such plans and policies as necessary and at least on an annual basis.

- 3.2 In developing and reviewing the School's accessibility plan, consideration has been given to the following:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities

- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

3.3 The School has conducted an audit of our provision for pupils with special educational needs and/or disabilities. We have used the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents.

3.4 The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

3.5 The results of the audit have informed our school accessibility plan for 2024-2027. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request.

#### **4 How the plan is reviewed and monitored**

4.1 The School's accessibility representatives meet annually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

4.1 There are regular reviews of the implementation of the plan at the Academic and Estates Governor meetings. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

**ACCESSIBILITY PLAN APRIL 2021 – MARCH 2024**

**PHYSICAL ENVIRONMENT**

Location/area	Target	Action and resource required	Timescale	Responsibility
Throughout site	Signage and demarcation of Disability Parking spaces within the site is to be improved	Need to agree allocation of parking space for disabled visitors and staff	Summer 2024	DFO
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 is available (kept in garage, accessible by request through Caretaking Team).		
Access into Admin Building	Consider installation of ramp to facilitate access to Dining Hall and Medical Centre	This could be facilitated through the dining hall corridor external doors – The door threshold is very low approx.. 50mm allows a wheelchair to pass over with ease. A small ramp could be installed if needed at very little cost.		
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.	

<p>Upstairs Classroom Corridor / Science buildings / Cadogan music room</p>	<p>No access for wheelchairs – consider installation of lift</p>	<p>Not possible due to design of building or scale of cost. Handrails installed on stairs where practical</p>	<p>Provision to be made to use ground floor rooms when timetabling wheelchair users.</p>	
<p>External site</p>	<p>Consider adequacy of lighting</p>	<p>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</p>	<p>Consider ways the CP lighting can be improved without contravening planning restrictions.</p>	

## 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 and stored on the G Drive
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. RMS responds to individual needs as and when they arise either through incidents that happen at school or as the needs of a pupil change.
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.