



The Royal School

Wolverhampton

Accessibility Plan and evidence of compliance with the Public Sector Equality Duty

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Target audience	Teaching staff, parents

Objectives

The Royal School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities. The Royal School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as all other pupils.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Royal School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Learning, Teaching and Assessment Policy

The Accessibility Plan for physical accessibility relates to the access audit of the School, which remains the responsibility of the Governing Body. Due to the ongoing building development it may not be feasible to undertake all of the work during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new accessibility plan for the ongoing period.

Equality impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider equality and diversity issues as required by the Equality Act 2010.

Attached is an action plan showing how the school will address the priorities identified.

Disability Equality Scheme Action Plan & Access Plan

1) Improving the curriculum access

Target	Strategy	Outcome	Time-frame	Achievement	Lead
1.1 Training for teachers on differentiating the curriculum	- Offer SEND training courses for staff - Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirement of disabled pupils' needs with regards to accessing the curriculum	01/19	Increase in access to the national curriculum	LH, SA
1.2 All out of school activities are planned to ensure the participation of whole range of pupils	Review all out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	12/18	Increase access to all school activities for all disabled pupils	CB, JS, CH
1.3 Classrooms are optimally organized to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	- Classroom equipment to support learning of all pupils - Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	On going	Increase access to National Curriculum	Observations, SLT, ELT, HF, HD
1.4 Training for Awareness Raising of Disability Issues	Provide Training for governors, staff, pupils and parents. Discuss perception of issue with staff to determine the current status of the school.	Whole school community aware of issues relating to access of disabled pupils to the curriculum and the environment		Society will benefit by a more inclusive school and social environment	SA, SEND support
1.6 Ensure that all disabled pupils can participate in aspects of the curriculum	All pupils have access to the whole learning environment Reasonable adjustments are made to ensure that pupils are safe and included.	Differentiation of learning activities to ensure participation.	On-going	All pupils can access all subjects, including practical subjects	Faculty Heads, subject leads
1.7 Create effective learning environments for all.	Teachers make use of the advice given on the staff area on inclusion to remove barriers to learning. Teachers provide alternative forms of recording, such as recording devices when and as necessary.	Classrooms are dyslexia friendly	On-going	No pupils are excluded from learning activities on the grounds of their disability.	Faculty heads, subject leads

To promote positive attitudes to disability.	<ul style="list-style-type: none"> a) Review PSHE Curriculum b) Review Assembly Programme: ensure focus of difference/disability / equality c) Involve local disability groups in assemblies and visits to school d) Regular items for newsletter highlighting achievements of pupils with disabilities. e) Pupils with disabilities represented amongst those pupils with responsibilities such as prefects 	School community aware of disability issues. Pupils with disability feel part of the school community. Equal opportunities for disabled staff and pupils			PSHE Coordinator, CB
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2) Improving the delivery of written information

Target	Strategy	Outcome	Time-frame	Achievement	Lead
2.1 Availability of adapted versions of written material such as handouts, timetables and textbooks for disabled pupils and those with significant low reading / language acquisition levels	Teachers prepare written materials with reading levels of all pupils in mind. Teaching Assistants support the adaptation of texts / worksheets Teachers use for instance : <ul style="list-style-type: none"> - larger font - colours - shorter sentences - oral information - visual clues pre – reading exercises	All pupils/ parents can access the texts that are circulated.	07/15	All pupils can access all materials distributed by staff.	Class and subject teachers
2.2 Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	04/19	Delivery of information to disabled pupils improved	Director of marketing, SLT

2.3 Availability of school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all.		Delivery of school information to pupil and parents with difficulties (including EAL) improved.	Director of marketing, SLT
2.4 Review of documentation with a view of ensuring accessibility for pupils with visual or hearing impairment.	Get advice from HI/ VI support on alternative formats and use of IT software to produce customized materials.	All school information available for all.		Delivery of school information to pupil and parents visual / hearing difficulties improved.	SENCO
2.5 Raise the awareness of adults working at and for the school on the importance of good communication systems with pupils and parents	Training courses as required	Awareness of target group raised.		School is more effective in meeting needs of all pupils by clearly communicating with pupils and parents.	SLT

3) Improving the physical access

Item	Activity	Timescale
Accessible car parking	Bays to be signed	09/20
Dropped kerbs either side of the main entrance	Pedestrian access improved	09/20
Doors	Ani glare film applied to doors	09/19
Staircases	Handrails to both sides of staircases	
Accessible toilet	To provide one unisex accessible toilet in each part of the school	
Lifts to floors above ground level	Floors to be installed in various buildings at Primary and Senior site so that the whole of the school is accessible by wheelchair users.	
Lift to Dartmouth House		
Increase site access to meet diverse needs of pupils, staff, parents and community users		

4) Ensuring fair recruitment of staff and fair allocation of school places

Target	Strategy	Outcome	Time-frame	Achievement	Lead
Promoting equality of opportunity for staff	<ul style="list-style-type: none"> - To interview all disabled applicants who meet the criteria and position - To make every effort that when an employee becomes disabled they stay in employment. 	a) To ensure that a mechanism is in place to ensure equal opportunity for all	Ongoing	Staff with disabilities have equal opportunities	JP
Fair access to school places for pupils with disabilities	To review admissions code to ensure equal opportunity of access	Equal opportunity for all pupils seeking a place at The Royal.	Ongoing	Staff with disabilities have equal opportunities	Registrar

Evidence of compliance with Public Sector Equality Duty - Progress towards targets

1) Improving the curriculum access

Target	Strategy	Progress towards outcome, June 2018	Next steps
1.1 Training for teachers on differentiating the curriculum	<ul style="list-style-type: none"> -offer SEND training courses for staff - Undertake an audit of staff training requirements 	<ul style="list-style-type: none"> - all teaching and support staff have been offered (and completed) level 2 courses on: <ul style="list-style-type: none"> a) supporting pupils with Autism (no. completed 27) b) supporting pupils with Dyslexia c) supporting pupils who have social / emotional and behavioural needs - all teachers have had inset training on meeting needs of SEND pupils in the classroom - Primary teachers have had training on working with TAs 	<ul style="list-style-type: none"> - Level 2 course to be offered to staff on emotional wellbeing of pupils - Audit of training needs in September - training of staff to meet needs of individual pupils with very specific needs
1.2 All out of school activities are planned to ensure the participation of whole range of pupils	Review all out of school provision to ensure compliance with legislation	<ul style="list-style-type: none"> Out of school activities cover a wide range of activities and are made accessible to all pupils - Regular out of school activities for pupils at Primary School linked to Cornerstones Curriculum - Trips to France and other destinations supported by teaching assistants - Pupils are briefed about upcoming trips and events to ensure needs are met 	Audit of out of school provision
1.3 Classrooms are optimally organized to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	<ul style="list-style-type: none"> - teachers required to arrange classroom in a way that meets the needs of all pupils as much as possible during building project - arrangement of classroom is part of lesson observations - specialist chair purchased for pupil with physical needs - wobble cushions an slant boards purchased for pupils with dyspraxia and sensory needs 	<ul style="list-style-type: none"> - dyslexia friendly box in all classrooms - key words displayed - furniture to support learning of disabled pupils
1.4 Training for Awareness Raising of Disability Issues	Provide Training for governors, staff, pupils and parents. Discuss perception of issue with staff to determine the current status of the school.	<ul style="list-style-type: none"> - whole staff training on dyspraxia in September 17 - assembly on ASD -assembly on Cerebral Palsy 	<ul style="list-style-type: none"> - staff training of needs of SEND pupils during inset in September - assembly on Dyslexia
1.6 Ensure that all disabled pupils can participate in	All pupils have access to the whole learning environment.	<ul style="list-style-type: none"> - staff training on reasonable adjustments and access arrangements - TA training on working memory issues 	- staff to be trained so that school can deliver entry level qualifications in

all aspects of the curriculum	Reasonable adjustments are made to ensure that pupils are safe and included. Responsible: Teachers/ TAs	<ul style="list-style-type: none"> - TA training on supporting pupils with speech and language delay (Talk Boost) - TAs received training on ELKLAN speech and language programme - teaching staff at Primary School received training on deployment of TAs in the classroom - - after school activity planned for September 9/18 to increase pupils' sports opportunities for (Asian) girls. 	personal and social development
1.7 Create effective learning environments for all.	Teachers make use of the advice given on the staff area on inclusion to remove barriers to learning. Teachers provide alternative forms of recording, such as recording devices, when and as necessary.	<ul style="list-style-type: none"> - SEND handbook completed and distributed to all staff - Pupils have access to SEND support designed to reduce the gap in attainment - curriculum changes at KS 3 + 4 to offer a wider range of qualifications (Entry Level) - pupils receive additional interventions and adjustments to reduce the gap in attainment 	