



# Ripon Grammar School Accessibility Plan 2017-2019

## **Purpose of the plan**

The purpose of this plan is to show how Ripon Grammar School intends, over time, to increase the accessibility of our school for disabled pupils.

## **Definition of Disability**

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.

## **Legal Background**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school`s accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Ripon Grammar School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school`s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility.

## Contextual Information

The majority of the school building, fields and grounds are accessible for a pupil in a wheelchair, thanks to the new buildings over the years which has seen lifts added to some of our schools' areas, new access ramp to the main school both front and back has given access to the school's library, which was specifically designed for wheel chair use.

Building	Accessibility	Status	Disabled Toilets	Notes
Main Building	50%	Average	Yes	Ground floor only including science block (ground floor area only)
Math	100%	Good	Yes	This area includes design technology
Sixth Form	100%	Good	Yes	This area includes Science Labs
Humanities and Languages	50%	Average	Yes	No access to first floor
Sports Hall	100%	Good	Yes	
Sanatorium	0%	Poor	No	This is an old building and will not adapt easily to for disabled access
Music Block	100%	Good	Yes	
Johnson House	75%	Average	Yes	No access to first floor

## The Plan

Targets	Strategies	Outcome	Timeframe	Achieved
<b>EQUALITY AND INCLUSION</b>				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings	Adherence to legislation.	Annually	Completed
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all pupils and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access. <ul style="list-style-type: none"> <li>Install temporary ramp into art block.</li> <li>Install combination toilet into the main disabled toilet.</li> </ul>	On-going	

To ensure that, where possible, the school buildings and grounds are accessible for all pupils and adults and continue to improve access to the school's physical environment for all.	To ensure doors are open for easy access for all, but to ensure doors operate as fire door in case of a fire.	North corridor install mag-locks to keep doors open on stair-well doors (two set), clock tower inner door to have a mag-lock (one door), End of north corridor inner doors (one set).	Two year	Completed
<b>CURRICULUM</b>				
Modifications will be made to the school building to improve access.	SENCo to review the needs of pupils and provide training for staff as needed.	Staff are able to enable all pupils to access the curriculum.	On-going	Completed
To ensure that all pupils are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all pupils are met.	On-going	Completed
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the pupils in each class and provide equipment as needed.	Pupils will develop independent learning skills.	Reviewed termly by SENCo.	Completed

**Approved by Governors: 15/01/2019**

**Review Date: 01/2020**