



Ripon Grammar School

Accessibility Plan

1. 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 disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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

The plan will be made available online on the school website, it is also available in different formats and languages on request to the school office.

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.

Information relating to North Yorkshire County Council and their input on inclusive education can be found following this link: <https://www.nyeducationsservices.co.uk/services/inclusive-education-service>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

Aim	Current Good Practice
Increase access to the curriculum for students with a disability	<p>All staff will continue to have training on the Equality Act and both staff and students will continue to take part in a Rights Respecting Equality and Diversity Day which considers disability as one strand of the act.</p> <p>Advice will be provided to staff by the Learning Support Team to ensure that, as far as reasonably practicable, disabled students have access to all practical, expressive and physical activities.</p> <p>Staff will take into account mobility difficulties in the movement of students around school as they move to lessons and also within the classroom environment.</p> <p>The SENCO will update staff as required on individual cases.</p> <p>Access will be enhanced by the effective deployment of Teaching Assistants and through personalised support as required.</p> <p>External support will be sought to enhance the knowledge and skills of staff.</p> <p>As far as reasonably practicable, all students will have the opportunity to participate in activities and educational visits irrespective of disability.</p> <p>The Curriculum Lead will make adjustments to the timetable to ensure all students can access a broad and balanced curriculum.</p>
Improve and maintain access to the physical environment	<p>The majority of our buildings provide access for disabled students; however, some classrooms may not be accessible due to the age and nature of the building. Reasonable adjustments to rooming will compensate for this.</p> <p>Emergency evacuation procedures will continue to be highlighted to staff and processes in place to provide supervision of disabled students. Disabled students/staff will be supported to access the muster points.</p> <p>Risk assessments will provide personalised evacuation plans.</p> <p>Risk Assessments for educational visits will identify support needed to enable disabled students to participate.</p> <p>Transport to off-site facilities and for educational visits will cater for disabled students.</p> <p>We will take account of disability access in our plans for refurbishment</p> <p>Disabled toilet facilities are available</p> <p>Temporary lifts and ramps</p>
Improve the delivery of information to students with a disability	<p>Information will be made available in an appropriate form to students, parents/ careers and staff who may have difficulty with standard printed information.</p> <p>Staff will be provided with training to enable them to use practices and systems developed to assist people with disabilities.</p> <p>Some students require the use of a hearing loop training is provided by North Yorkshire County Council.</p>

Aim and area for development

Aim/Area for development	Actions to be taken	Person responsible	Timeframe	Achieved
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	PE & HKE	Over next two years	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	PE & AH	AAW	
To provide specialist equipment to promote participation in learning by all students.	Assess the needs of the students in each class and provide equipment as needed.	PE, AH, NYCC & all staff	AAW	

Accessibility audit

Ref	No	Building	Floors	Description	Actions to be taken	Accessible Parking Bays	Accessible toilets	Accessible entrances	Accessible manual opening door	Accessible Lift	Accessible EVA Emergency	Gender neutral	Gender changing facilities	Rate	Timescale	Cost
1		Main Building	2	Main school was built in 1962 and has poor access to upper floor. The ground floor is general accessible through different entrances. Poor access for dining and changing facilities	Longer term new build or refurbishment of the existing building to provide a new dining facility and install a ramp to the back entrance of the sports corridor to improve accessibility	2	1	2	3	0	0	0	0	Average	3yrs-5yrs	Unavailable
2		Science Block	3	Poor access to upper floors, facilities are replicated on the ground floor	Install accessible toilet	NA	0	0	2	0	0	0	0	Average	2020-2021	Unavailable
3		Art Block	2	Poor access to the ground and upper floors	Install a ramp to improve access to ground floor	NA	NA	0	0	0	0	0	0	Poor	2019-2020	£4k
4		School House	3	Poor access to the ground and upper floors these facilities are replicated in Johnson	The building is not suitable for adaptation due to its age	NA	NA	0	0	0	0	0	0	Poor	None	NA
5		Humanities and Languages	2	Poor access to upper floor, facilities are replicated on the ground floor. (General	None	NA	1	1	1	0	0	0	0	Good	NA	NA
6		Sixth Form Centre	2	Good access all round	None	NA	1	1	1	1	2	0	0	Good	NA	NA
7		Maths Block	2	Good access all round	None	NA	1	0	1	1	1	0	0	Good	NA	NA
8		Sports hall	1	Good access all round	None	0	1	0	1	NA	NA	0	0	Good	NA	NA
9		Sanatorium	2	Poor access and due to its age unable to modify, facilities are replicated elsewhere within the school	None	NA	0	0	0	0	0	0	0	Poor	NA	NA
10		Music Block	1	Good access all round	None	0	1	0	1	0	NA	0	0	Good	NA	NA
11		Johnson House	2	Poor access and due to its age unable to modify, facilities are replicated elsewhere within the school	None	NA	0	0	0	0	0	0	0	Poor	NA	NA
12		New Johnson House	1	Good access all round	None	0	2	0	1	0	NA	0	0	Good	NA	NA
13		New Changing Facilities 3G	1	Good access all round	None	0	1	0	1	0	NA	5	1	Good	NA	NA
Notes																
General Areas			Findings		Actions								Timescale	Cost		
Dining area			Limited access to the dining facilities, serving and seating area		New facility needed								3yrs-5yrs	Unavailable		
Stairways			Internal stair nosing/handrails are not clearly marked, creating problems for those with limited vision		Improve access by using contrasting nosing/handrails materials as part of the future refurbishment or new build								Continuous	As And When		
Parking bays			The site only has three disabled car park		Improve disabled car park across the site as we develop new buildings								3yrs-5yrs	Unavailable		
Ramps			Poor access to the main building spots facilities and art building		Install a ramps to these areas								2019-2020	£4k		
Mini bus			The school has a standard mini bus		When need the school will hire accessible bus or private car hire								3yrs-5yrs	As And When		
Toilets Main Building			Separate boys and girls		Change existing toilets into gender neutral								3yrs-5yrs	£15K		
Toilets Main Building Science			Separate boys and girls (one area)		Change existing toilets into gender neutral								3yrs-5yrs	£15K		
Toilets H&L			Separate boys and girls		Change existing toilets into gender neutral								3yrs-5yrs	£15k		
Toilets Sixth Form			Separate boys and girls		Change existing toilets into gender neutral								3yrs-5yrs	£15K		
Toilets disabled Maths			Labelled disabled		Change door sign accessible toilets								3mths	£20		
Toilets disabled H&L			Labelled disabled		Change door sign accessible toilets								3mths	£20		
Toilets disabled Sixth Form			Labelled disabled		Change door sign accessible toilets								3mths	£20		
Toilets disabled Music			Labelled disabled		Change door sign accessible toilets								3mths	£20		
Toilets disabled Sports Hall			Labelled disabled		Change door sign accessible toilets								3mths	£20		
Provision			Findings		Actions								Timescale	Cost		
Workshop			Good access													
Domestic Science			Poor access and facilities		Needs redeveloping								3yrs-5yrs	Unavailable		
Science			Ground floor and accessible													
PE			Generally accessible		Improve access to main building spots and change facilities								3yrs-5yrs	Unavailable		
Swimming Pool			Poor access		Improve access to pool and look at how to create changing facilities								3yrs-5yrs	Unavailable		
IT			Ground floor and accessible													
Library			Ground floor and accessible													
Art			Poor access		Install a ramp and the area need refurbishment								2019-2020	£4k		
General Classroom			Good access for classroom on the ground floor													
Sixth Form			Good access													
Boarding boys			Poor access		Needs a new build								5yrs - 10yrs	Unavailable		
Boarding girls			Good access													
Date of audit 01/02/2020																

Ripon Grammar School



Accessibility Plan

Main changing = Main hall, Gym and Swimming pool
 Pavilion = Cricket pitch, Rugby, Football, Upper and Lower fields
 Sports Hall = Tennis courts and Sports hall
 3G = 3G pitch and All weather

Round circle are boot cleaning stations

