



## Ripon Grammar School

### Accessibility Plan

#### 1. Aims

**1.1 Aim.** Ripon Grammar School aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination.

The purpose of this Accessibility 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 and other benefits, facilities and services provided by the school
- Improve the availability of accessible information to disabled students

**1.2 Action to be taken by the school.** RGS will take reasonable steps to avoid placing any stakeholder at a substantial disadvantage. Stakeholders includes students, prospective students, staff, governors, visitors and other members of the school community. The school will 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 and in planning to increase access to education for all disabled students.

**1.3 Training.** RGS is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

**1.4 Communication.** The Accessibility 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. 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>

**1.5 Complaints.** The 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.

#### 1.6 Other information.

The school supports any available partnerships to develop and implement the plan.

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.

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Date Reviewed: 25/03/2022  
Next Review: 28/01/2023

## Action Plan

Aim	Current Good Practice
<p>Increase access to the curriculum for students with a disability</p>	<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 consider mobility difficulties in the movement of students around school as they move to lessons and also within the classroom environment.</p> <p>The SENDCo 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 adjust the timetable to ensure all students can access a broad and balanced curriculum.</p>
<p>Improve and maintain access to the physical environment</p>	<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 emergency evacuation plans (PEEPs) for each student as required. These are held by the SENDCo and reviewed regularly.</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 are available in some areas and more will be provided in our plans for refurbishment.</p>
<p>Improve the delivery of information to students with a disability</p>	<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.	SENDCo & Dep Hd (T&L)	Over next two years	Ongoing
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	SENDCo & Premises Manager	As required	Ongoing
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.	SENDCo & Premises Manager NYCC & all staff	As required	Ongoing

### Improvements already completed:

- 1) Upgraded signage on disabled toilets.
- 2) Upgraded disabled toilets including installation of a closomat toilet.
- 3) Improved surface to the main school back entrance by removing damage paving slabs and changing surface to Tarmac.
- 4) Moved SENDCo office to ground floor to provide accessibility.
- 5) Installed hoist in disabled toilet.
- 6) Improved access and provided a disabled cooking station in the domestic science classroom.
- 7) Installed rise/fall desks in some classrooms.
- 8) Changed disabled parking bays to improve accessibility.
- 9) Improved signage highlighting disabled access routes.

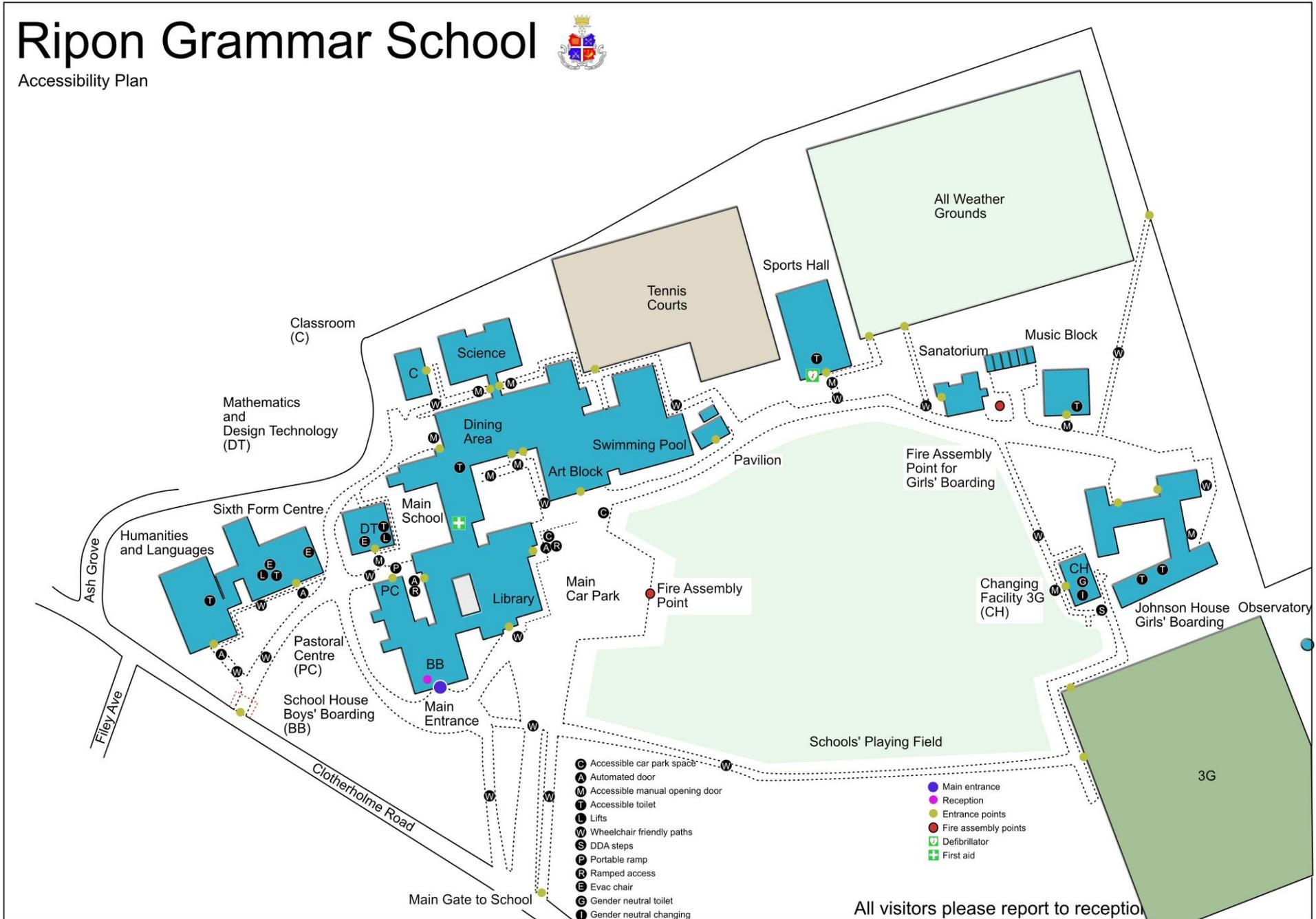
# Accessibility audit

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 the upper floor. The ground floor is generally accessible with several accessibility entrances. Poor access for dining and changing facilities. Aim to improve back entrance for accessibility	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. Teaching facilities are replicated on the ground floor	Install accessible toilet	NA	0	0	2	0	0	0	0	Average	2022-23	£25K	
3	Art Block and Gym	2	Poor access to the ground and upper floors	Install chair lift to Art Block and install a ramp to Gym rear door	NA	NA	0	0	0	0	0	0	Poor	2022-23	£25K	
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. Teaching facilities are replicated on the ground floor	None	NA	1	1	1	0	0	0	0	Average	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. Boarding 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	
General Areas				Notes												
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 spaces	Improve disabled car park across the site as we develop new buildings	3yrs-5yrs	Unavailable										
Mini bus			The school has a standard mini bus	When needed the school will hire accessible bus or private car hire	3yrs-5yrs	As And When										
Main building back entrance			Manual opening doors	Change to automated (both outer and inner door)	3yrs-5yrs	£20K										
Toilets disabled Maths			Labelled disabled	Change door sign accessible toilets	3mths	Completed										
Toilets disabled H&L			Labelled disabled	Change door sign accessible toilets	3mths	Completed										
Toilets disabled Sixth Form			Labelled disabled	Change door sign accessible toilets	3mths	Completed										
Toilets disabled Music			Labelled disabled	Change door sign accessible toilets	3mths	Completed										
Toilets disabled Sports Hall			Labelled disabled	Change door sign accessible toilets	3mths	Completed										
Provision				Notes												
Findings			Actions	Timescale	Cost											
Workshop			Good access													
Domestic Science			Poor access and facilities	Needs redeveloping	3yrs-5yrs	Completed										
Science			Ground floor and accessible													
PE			Generally accessible	Improve access to main building sports and changing 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													
H&L			Link access to sixth form	Install/upgrade closomat in disabled toilet	2021-2022	£10K										
H&L			Link access to sixth form	Install/upgrade hoist into disabled toilet	2023-2024	£15K										
General Classroom			Good access for classroom on the ground floor													
Sixth Form			Good access													
Boarding (School House)			Poor access	Needs a new build	5yrs - 10yrs	Unavailable										
Boarding (Johnson House)			Good access													
Date of review audit: 01/12/21 (interim review)																

# Ripon Grammar School



## Accessibility Plan



- C** Accessible car park space
- A** Automated door
- M** Accessible manual opening door
- T** Accessible toilet
- L** Lifts
- W** Wheelchair friendly paths
- S** DDA steps
- P** Portable ramp
- R** Ramped access
- E** Evac chair
- G** Gender neutral toilet
- I** Gender neutral changing
- Main entrance
- Reception
- Entrance points
- Fire assembly points
- +** Defibrillator
- +** First aid

All visitors please report to reception