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SCHOOL ACCESSIBILITY PLAN

Date of review	June 2021
Date of next review	June 2023

Rigby Hall School fully recognises its responsibilities for safeguarding children. This policy is to be read in conjunction with the Safeguarding Children Policy.

1. Introduction

The Equality Act 2010, places duties on Local Authorities and schools in relation to pupils with disabilities and prospective pupils. The responsibility for this Accessibility Plan lies with the Governing Body and the Headteacher. In terms of the day to day management of the Plan, responsibilities lie with the Headteacher.

Rigby Hall School buildings are predominately well designed to meet the needs of disabled pupils:

- the school and sixth form centre is one storey and all classrooms, all public access rooms, including front and back entrances, toilets and hall are accessible to wheelchair users. Where this is not the case, classes 3.1 and 3.2, risk assessments would be put in place for an alternative exit in case of emergency.
- All steps that may be a potential hazard for partially sighted pupils/visitors have been line marked in yellow.
- Bathroom Management Areas are available in Primary, the Early Years classroom, the Chestnut Centre and the Sixth Form centre.
- A lift has been installed in August 2019 to enable greater accessibility to the gym and Chestnut Centre.

2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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".

Disability as defined more recently in the Equality Act 2010 is:

'A person (P) has a disability if –

- a) P has a physical or mental impairment, and
- b) The impairment has a substantial and long term effect on P's ability to carry out normal day-to-day activities

3. Key Objective

At Rigby Hall we are committed to reducing and eliminating barriers, giving our pupils every opportunity to access the curriculum enabling achievement for all, and to full participation in the school community for all users with a disability. Therefore, equality of opportunity needs to be a reality for all pupils, of all backgrounds, needs and abilities:

- *Girls & Boys
- *Ethnic minorities
- *Faith Groups
- *Pupils for whom English is an additional language
- *Pupils who are vulnerable
- *Various medical conditions
- *Asthma
- *Hearing impaired
- *Visually impaired
- *ASC
- *Allergies

To enable our pupils to take part fully in their school life we:

- *Work alongside external agencies drawing on their expertise to advise and support
- *Have high expectations for all of our pupils
- *Deploy our staff according to skill and training
- *Share good practice and encourage peer support amongst staff
- *Work with other settings
- *Give pupils experiences beyond the classroom through; trips, sporting and cultural events, and after school clubs

4. Principles

- i) Compliance with the DDA is consistent with the school's aims and equal opportunities policy.
- ii) The school recognises its duty under the DDA
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.
 - not discriminating against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not treating disabled pupils less favourably

- taking reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - publishing an Accessibility Plan.
- A. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
- B. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out activities, and respects the parents' and child's right to confidentiality.
- C. The school provides all pupils with a broad and balanced curriculum, differentiated and adapted to meet the needs of individual pupils and their preferred learning styles; which underpin an inclusive curriculum

5. Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises; such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Improvements to accessibility since January 2017

- replacing the slabs at the back of the classrooms in upper school in order to make the exit from the fire doors in the classroom more accessible – replaced with block paving (October 2018)
- Looking at installing a lift to the lower ground area for easier access to the gym, changing rooms and chestnut centre. – lift installed August 2019
- Covered walkways from Primary to Sapling class, and Primary to the Chestnut Centre, to provide a dry walkway from key areas in school – (August 2019)
- Disability accessible Life Skills flat to enable all pupils from 4-19, regardless of disability, the opportunity to develop key life skills within a flat – (December 2019)
- Tarmac to area at the rear of the MUGA to offer greater space, and flatter surface for bikes, trikes and scooters – (November 2019)
- Chestnut Centre created (August 2019) in void under Primary classes enabling a bespoke environment for pupils with complex needs to have a centre for learning with therapeutic opportunities to hand
- Accessibility to the front of school improved (completed April 2019) through reconfigured reception area, width of doors, space in the lobby and reception, ramp to the reception door and automatic opening to front door.
- Sensory garden more accessible due to fake grass enabling pupils can use this without so much supervision (March 2019)
- Life Skills village created in Spring 2020 to enable all pupils access to accredited 'college' courses, within an environment that suits their needs and enhances their opportunities and experiences within the 'world of work' and vocational courses
- New Library area in Primary to incorporate accessible reading spaces – castles and a boat (February 2020)

6. Provision of information in other formats

The school is aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.