

Rutlish School – Access Plan



This Policy was approved by the Inclusion
Committee

Date approved – July 2017

Date to be reviewed – July 2020

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Year	Action	Strategies	Responsibilities	Success Criteria	Resources
Physical Environment	Review accessibility of educational trips/activities for disabled students and those with medical conditions	<p>Planning of trips/activities to allow full participation of disabled/students with medical needs.</p> <p>Trip policy reviewed & published on website</p> <p>Activities are adjusted within reason to make them fully inclusive, when this does not compromise the educational purpose of the activity.</p> <p>Comparable alternatives are provided when the nature of an activity makes participation by a disabled student impossible or unsafe.</p>	<p>Trips Coordinator AP</p> <p>Head of Department</p> <p>Trip Leader</p>	Disabled students/ students with medical needs to have full access to educational trips/activities., or comparable alternatives provided.	<p>Planned as part of trips/activities</p> <p>Time</p>
	Ensure appropriate training/information for staff to teach/support students with different disabilities/medical needs.	<p>Audit of need and access appropriate INSET. SEN profiles reviewed termly, updated and information disseminated to all staff via SIMS</p> <p>Medical Care plans reviewed, updated & information disseminated following policy</p>	<p>HF</p> <p>DW</p> <p>SENCo</p>	Staff informed, trained and confident to meet needs of disabled students and those with medical needs.	Time/ INSET budget
	Ensure that the school continues to provide full access to the curriculum for disabled/medical students	<p>All buildings except Main Building fully accessible. School is aware that access to Maths lessons, the Hall and the LRC are not fully accessible.</p> <p>Alternative arrangements can and have been made, depending on the needs of the students/visitors.</p>	Headteacher	<p>All buildings fully accessible.</p> <p>The school is compliant with the provisions of the Equality Act 2010 regarding physical disability for all areas built post 2010.</p>	<p>Time</p> <p>Review of student needs</p> <p>Use of classrooms /meeting rooms on the ground floor</p> <p>ICT facilities can stream any events in the Hall to ground floor facilities</p>

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	Review layout of all teaching areas to ensure that students currently on roll with disabilities have full access.	All currently have access. If there are any temporary concerns then reasonable adjustments can be made. The Progress Centre is always available as an option.	Head of Dept, Head of Year, SENCO, HF	All teaching areas accessible to disabled students.	Time Progress Centre rooms
	Review of access arrangements for examinations	Regular meetings after examinations Review of areas and arrangements	BG, Exams Officer, SENCo	Students can access designated areas to meet requirements	Furniture equipment budget Rooms Time for meetings
	Continue to monitor use of disabled parking bays	Continual monitoring required to ensure spaces are correctly used with reminders/leaflets of cars if they are not	Office Manager	Bays used appropriately	Time Leaflets
	Review of appropriate facilities- disabled toilets, lifts, shower etc to ensure fit for purpose	Regular monitoring by Sodexo as part of PFI	Sodexo, Headteacher, School staff	All facilities functional and fit for purpose	Monthly liaison meetings between headteacher & Sodexo
Access to information and resources	Review access to ICT for students with disabilities/ medical needs.	Seek advice from specialists e.g. Visual Impairment or Hearing Impairment Teams	Senco, DW, HF, PJ	Disabled/students with medical needs have appropriate ICT based resources and support	Equipment Budget
	Review suitability of classroom furniture and resources for disabled /students with medical needs.	Seek advice from specialists e.g. Occupational Therapist,	Senco, DW, HF	Furniture/ signage is all appropriate for disabled/students with medical needs	Classroom furniture budget
	Audit the LRC to review provision for students with visual impairments e.g. large font and easy read texts, audio versions of text/class books	Advice from specialists/heads of Departments	DP, Librarians, Senco	Appropriate resources available	LRC capitation
	Ensure that all curriculum areas give positive view of students diversity	Departments to review departmental handbooks, teaching materials & displays	MSCS, Heads of Dept, SENCO	All Curriculum areas present positive view of disabled /medical needs people.	Time Head of Dept meeting

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