

The Royal (Crown Aided) First School



Accessibility Plan

Loving to learn, learning to love, guided by God

Date reviewed:	March 2021
Date ratified:	16 March 2021
Date of next review:	March 2024
To be reviewed by:	Input Committee

AT THE ROYAL SCHOOL OUR VISION IS TO LIGHT UP THE WORLD THROUGH BEING - **BIG THINKERS** –
RESOURCEFUL - **I**NDEPENDENT AND **R**ESILIENT - **G**ENEROUS OF SPIRIT - **H**ONEST AND - **T**EAM PLAYERS

The school has adopted the Accessibility Policy based on the policies of the Royal Borough of Windsor and Maidenhead.

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 2010 (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."

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Royal School community for pupils, and prospective pupils, with a disability. However, the Royal School is housed in a Victorian building with some steep steps and narrow passageways some building work would be required before the building could successfully meet the needs of pupils in wheelchairs or those with severe mobility problems.

Principles

Compliance with the DDA is consistent with the Royal's aims and equal opportunities policy, and the operation of the Royal's SEN policy. The Royal School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The Royal School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and children right to confidentiality.

The Royal School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

The Royal School will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The Royal School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises

c) Provision of information

The Royal School will make itself aware of local services, including those provided through

the LEA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- school development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies.

The plan is also available by e-mail, or in an enlarged print version, on request to the head teacher.

This policy will be reviewed every 3 years.