Sir William Romney's School

ACCESSIBILITY PLAN

Last Review:	July 2025
Committee:	Resources
Date Ratified:	15th July 2025
Next Review:	July 2027

1.   Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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.

Sir William Romney's aims to treat all pupils fairly and with respect. This involves providing access and opportunities for pupils without discrimination of any kind. Sir William Romney's School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Sir William Romney's School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that the school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in February 2018 and should be read in conjunction with the Access Audit.

The plan will be made available online on the school website, and paper copies are available upon request.

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 pupils, parents, staff and governors.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Whole school focus on 'stretch and challenge' for all students. Support for Learning provides appropriate support and challenge for students with disabilities (often including one-to-one support in lessons.	An inclusive and ambitious ethos for all students that challenges all students to achieve. KS3 and KS4 curriculum is flexible and adjusted to meet the requirements of each year group. Progress of students with a disability are tracked and class-based intervention is planned and impact measured at interim points across the academic year. Pupils with a disability are provided with appropriate support and intervention to allow them to not only access the curriculum but also make more than expected progress.	KS3 and KS4 curriculum is reviewed by SLT and Head of Subject team on an annual basis. SENCo and SLT continue to track and monitor the progress of students with a disability and coordinate impactful intervention. The effective use of Teaching Assistants remains a feature of CPD. The effective use of Teaching Assistants is quality assured by both SENCo and Leaders of Learning	Headteacher Assistant Headteacher (SENCO) SENCo SLT SENCo Leaders of Learning	Ongoing Ongoing Ongoing	Curriculum meets the needs of all students. SEND students and students with a disability make more than expected progress. EHCP students and those with a disability make more than expected progress

Improve and maintain access to the physical environment	**Car Park** Ensure that there are signs in front of each of the accessible car park spaces.		Currently in place.	Site Manager	Ongoing	Car park remains accessible and safe for all staff and visitors.
	Ensure there is a directional sign at the entrances to the school car parks showing the location of disabled car parking	The car park is accessible with clear signage for all staff and visitors to the school.	Currently in place.	Site Manager	Ongoing	
	Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition.		Reviewed when appropriate.	Site Manager	Ongoing	
	Outside Steps & Ramps Paint nosings on the top and front of each outside step at the first sign of wear.	The external site is safe and accessible for all staff and students with a disability.	Completed and reviewed on an annual basis.	Site Manager	Annually	External site remains accessible and safe for all staff and visitors.
	Entrances Check the door closures regularly and alter accordingly. Because manual door closers are fitted to most of the entrance doors, make sure these are adjusted to provide the minimum force necessary to open or close the doors. Install automatic entrance doors if the budget permit.	Entrances to the school are accessible for all staff and students with a disability.	Cost of automatic entrance doors explored.	Site Manager	Ongoing	Entrances are safe and accessible for students and staff.
	Ensure that missing bulbs and fluorescent tubes are replaced as	Entrances to the school				

	soon as possible

Ensure that circulation routes are kept clear of obstructions, such as sports equipment, deliveries, and stationery | are clearly lit and accessible for all students and staff with a disability. | Reviewed on a daily basis | Site Manager | As required | Entrances remain clear of obstacles and clearly accessible for all students and staff with a disability. |
| | **Internal Stairs**

White luminas strips on hall steps.

Ensure all staircases have two sets of handrails fitted | Internal staircases are safe and accessible for all students and staff with a disability. | White luminas strips on internal stairs

Fit handrails to internal staircases. | Site Manager

Site Manager | January 2020

In place | Internal stairs are accessible for all students and staff with a disability. |
| | **Classrooms**

In specialist rooms ensure that there are facilities available for pupils in wheelchairs such as adjustable benches, lower working areas etc. | Students and staff with a disability are able to fully access all curriculum areas. | Adjustable benches available in science and technology classrooms | Site Manager | In place | Specialist classrooms are accessible for all students and staff with a disability. |
| | **Internal Doors**

Ensure vision panels on all doors are not covered to ensure people can see either side of the doors. | Vision for all students and staff is not impaired. | Review internal doors and remove any coverings on window. | Leaders of Learning | Ongoing | Vision for all students and staff is not impaired. |

WC's provision for disabled users					
If necessary for a student with a disability, training will be given on basic manual handling training for appointed members of staff.	Designated staff are provided with appropriate training to provide support for some students with a disability.	Provide basic manual handling training for key workers in Support for Learning	SENCo	In place	Key workers are able to support allocated students in accessing WC facilities.
Inform the cleaning staff to allow the emergency cords to hang freely.			Site Manager	In place	
Install and ensure that the coat hooks are at a suitable height so that they can be easily reached by a person in a wheelchair.	Accessible WC's are maintained to a high standard for students and staff with a disability.	Cleaning staff informed during induction period.	Site Manager	In place	WC facilities for disabled users remain accessible and of a high standard.
Put a sign indicating the location of the accessible toilets			Site Manager	In place	
Means of an Escape					
Remove any obstructions on escape routes daily.					
Ensure fire doors are in working order and there are no obstructions on the outside.	Emergency procedures and routes remain accessible for students and staff with a disability.	Checked on a daily basis	Site Team	Ongoing	Students and staff with a disability are able to safely exit the school buildings in time of an emergency.
An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily		Checked on a daily basis.	Site Team	Ongoing	
Provide wheelchair handling training to designated staff.			Site Manager	Ongoing	

			Training provided for identified Key Workers from Support for Learning	SENCo	In place.	
	Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required.		Training provided for identified Key Workers from Support for Learning	SENCo	In place	
	Outdoors Purchase a suitable outdoor picnic table for wheelchair user if necessary	Outdoor social areas are accessible for all students with a disability.	Request quotes for appropriate outdoor picnic tables.	School	Acquired if necessary	
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations We continue to explore methods to further improve communication for students and staff with a disability. We are currently exploring opportunities					

	to include the following resources in classrooms:				

4.   Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy