Accessibility plan

Rainham Mark Grammar School

Approved by:	Andy Smith	**Date:**	02 November 2026
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1. Aims

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

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

Rainham Mark Grammar School is part of the Aletheia Academies Trust (AAT). As such, we adhere to the Accessibility Policy of the Trust, which can be found on the AAT website. This policy details the aspects that are specific to RMGS. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Rainham Mark Grammar School is committed to equal opportunities and inclusion. Our vision is to enable the whole RMGS community to achieve, enjoy learning and aspire to be the best they can be. This Accessibility Plan is not a standalone document but should be considered alongside other school documents, such as the SEND Information Report and Inclusion Strategy. It is the responsibility of the whole school community to implement this Plan in a manner which promotes the inclusive ethos of our school.

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

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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, RMET and the RMGS Academy Committee.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	• RMGS is recognised as a Flagship School by Inclusion Quality Mark • We use resources tailored to the needs of pupils who require support to access the curriculum, for example overlays or coloured paper. All slides used by teacher are displayed on a buff (non-white) background. • Various adjustments are in place to ensure that all pupils can access the full curriculum, in line with individual pupils' plans. • 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 make sure that it meets the needs of all pupils	Ensure that all classroom environments are fully inclusive in all lessons and all staff are confident to demonstrate inclusive practice that meets the needs of individuals	New staff to be given Inclusion training when they join the school Appropriate adaptations to support all leaners in accessing the curriculum, will be included as a focus when monitoring through learning walks and observations	APS and DoFs/HoDs	January 2027 for the next wave of new starters, then ongoing as new staff join the school. Annual site accessibility assessment to be completed before the end of Term 6 2027	Monitoring shows consistent use of fully inclusive practice throughout the school

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Specialist teaching spaces are all on the ground floor, so that mobility impaired students can access these spaces. In the moment intervention can be carried out within departments, using corridor space or empty rooms	Review whole external site in terms of suitability for wheelchair access.	Site teams to review and formulate plan for any necessary renovations	Site Team, Estates & CFO JMM, APS & Site Team.	Ongoing	School site accessibility is improved

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Large print resources • Pictorial or symbolic representations • Coloured paper or overlays, including in public exams • Screen mirroring to students' own digital device We are able to liaise with visual impairment experts through the specialist resourced provision at Riverside Primary School and the advisory impaired service at Medway.	To assess and review our provision for HI and VI pupils, as they are admitted to the school	Review profiles of students during Y6-7 transition process, and discuss resources/technology used at previous school. Liaise with specialist services to ensure most appropriate resources including technology, are available for pupils. Stay abreast of national exam board decision regarding the possibility of a BSL GCSE.	APS, JMM & KRO	July 2027 for incoming Y7s. Ongoing for casual in-year admissions	Pupils with HI/VI are able to use assistive technology to fully access learning, assemblies and school events/visitors

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO. It will be approved by the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Inclusion Strategy
- Supporting pupils with medical conditions policy