

RMGS ACCESSIBILITY PLAN

Review Body:	MAT Board
Leadership Group Responsibility:	Assistant Headteacher/Pastoral
Type of Policy:	Statutory
Reviewed:	November 2020

Rainham Mark Grammar School is part of the Rainham Mark Education Trust. As such, we adhere to the Accessibility Policy of the Trust, which can be found on the RMET website. This policy details the aspects that are specific to RMGS.

The aims of this Accessibility Plan are to ensure that Rainham Mark Grammar School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

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

RMGS is committed to ensuring that all its students are treated fairly. This involves providing access and opportunities for all students without discrimination. We are also committed to ensuring staff are trained in equality with reference to the Equality Act 2010.

The Equality Act 2010 states the requirement for schools to have an Accessibility Plan. The purpose of the plan is to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school. This Accessibility Plan is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within the school community who have a disability. The duty is to anticipate and plan for their future needs.

According to the Act, a disabled person is defined as “someone who has physical or mental impairment which has an effect on his or her ability to carry out normal day to day activities “. The effect must be substantial long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

It is a requirement that the school’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary, at least every three years. The Accessibility is not a stand-alone document and it should be considered along with our SEND and Equality policy.

	<p>upper floor classrooms.</p> <p>Accessibility toilets allocated around the school</p> <p>High visibility strips to mark the stair outside.</p> <p>Disabled parking bays</p> <p>Adjustable desks in science classrooms</p> <p>Ramp access in some areas</p>	furniture	<p>Q block accessibility toilet to have an alarm pull cord</p> <p>New wheelchair with straps for the medical area</p> <p>Disabled car parking to be relocated</p> <p>LSA to ensure all LSA have had wheel chair training</p> <p>Long term</p> <p>Mini Buses to have wheelchair access</p> <p>Lift for B/C/D block</p> <p>Widening of path outside drama studio</p>			<p>Students and staff with Hearing impairment</p> <p>Improve access for Staff and visitors</p> <p>All students have access to the school</p>
Improve the delivery of	Use coloured overlays	To ensure that all students receive	Audit of the number	SENCO/Inclusion Manager	January 2022	

<p>information to students with a disability</p>	<p>Provide students with exercise books with coloured pages</p> <p>Laptops provided to students where needed</p> <p>Classroom computers and white board changing font and background</p> <p>Hearing loop available in reception area</p>	<p>the equipment needed to support their learning.</p>	<p>functioning laptops and the students who require them.</p> <p>Additional hearing loop to be used around the school</p>	<p>SENCO</p>		
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