



## ROYAL LATIN SCHOOL

“High Expectations For All”

### ACCESSIBILITY POLICY & PROCEDURE

Date agreed by the Finance & Premises Committee on behalf of the Governing Body	17th June 2019
Date to be reviewed	June 2022
Governors' Committee accountable for the review	Finance & Premises
Senior Leadership Team member accountable for review	Marcella McCarthy
Date approved by Full Governing Body	24th June 2019

Signed:.....(Name:.....)  
Chair of Governors

Date .....

Policy Title	Accessibility
Date of Issue	June 2019

<b>Expected Outcomes</b>
<ul style="list-style-type: none"> <li>● all students with disabilities have equal access to the curriculum and to the site</li> <li>● any member of staff or member of the public will have equal access to the site</li> </ul>
<b>Additional Comments</b> (e.g. Risks identified / Alternatives considered / Costs involved / 'Do nothing' option?)

Date for review   June 2022
<b>Outcomes (with evidence)</b>
<b>Additional Comments</b> (include any recommendations)

**The Royal Latin School  
Accessibility Plan 2019 - 2022**

**Objectives**

- (a) The Royal Latin School has high ambitions for all its students and will aim to provide the safe, supportive and inclusive environment which will allow those with disabilities to participate and achieve in every aspect of school life. As part of our anticipatory duty, the school also intends to continue to increase accessibility for staff and members of the public with disabilities.
- (b) We will examine the data we hold on our students to identify students with disabilities who attend the school. We will also take into consideration any advanced information that is made available concerning students intending to join the school, , for example, from an earlier key stage or from a previous school.

**Consultation**

We take into consideration a wide range of views regarding accessibility issues in the school. The Learning Support department, led by the SENDCO, works in discussion with students, staff, parents, court advisors, SEND Governor, the specialist teaching service and other external agencies.

We also understand that these objectives are combined to provide the statutory framework that underpins equality of opportunity for pupils with disabilities in accessing and having a fully inclusive school education.

The school has two core duties that lie at the heart of disability discrimination provisions in education: not to treat pupils with disabilities less favourably, and to make reasonable adjustments to allow pupils with disabilities to access all provision. In order to fulfil these duties, we shall regularly review our progress in achieving the following objectives:

- (i) full access to the curriculum;
- (ii) improvement of the physical environment
- (iii) provision of information in different formats, when requested.

In any new build or refurbishment we will ensure that appropriate advice, consultation and adjustment to plans are actioned to permit access to all.

**Evacuation of people with disabilities.**

The purpose of this plan is to ensure that individuals with disabilities will be able to evacuate the premises safely in the event of an emergency, e.g a suitable meeting evacuation point.

### **Use of Personal Emergency Evacuation Plans (PEEPS)**

PEEPS are in place for all students who will need support to evacuate the building. PEEPs will be written by the Learning Support Department in conjunction with the Premises Manager. PEEPs will explain the method of escape to be used in each area of the building on an individual basis, and when agreed one copy is given to the Premises Manager and parents. One copy is retained by the Learning Support Department.

Review: The PEEPs will be reviewed on an annual basis.

### **Awareness of Individuals with Disabilities**

We are aware of school students and staff with disabilities that need assistance with evacuation. We will attempt to identify other individuals that may have difficulty evacuating the premises or who might need assistance. We will do this by encouraging visitors that have disabilities and need assistance in the case of an emergency to identify themselves to a member of staff. This is noted on the H&S information visitors signing in sheet and states:-

***If visitors need assistance in evacuating the premises in the case of an emergency they should make that known to a member of the reception staff.***

We will ensure we are aware of the location of those with disabilities onsite at any given time.

At that time we will make visitors aware of the Evacuation Area (front lawn, beside large tree) for staff

### **Evacuation using stairways**

People with visual impairment/hearing impairment will be guided on level surfaces by allowing them to take a trained helper's arm and follow the helper. On stairways the helper will descend first and the visually impaired person will be asked to follow with a hand on the helper's shoulder. If a visually impaired person is accompanied by a guide dog, the person will be asked how best the animal can be helped. For example, some guide dogs follow on their owner's command but generally, when a helper is leading a visually impaired person, the guide dog will be held by the leash, as opposed to the harness. If the Visually Impaired trained helper is not in classroom in the event of an emergency evacuation, e.g. in different room modifying work, then the teacher in charge of class will ask another member of staff to take the rest of his/her class to evacuation point. This will enable him/her to help the visually impaired students safely out of the building.

Whilst many people with disabilities are able to descend (or ascend) a stairway, possibly with assistance, others might need to be carried. Where a wheelchair user need to be carried, it is generally preferable for them to be carried in an evacuation chair. There are 17 evacuation chairs situated near stairways around the school site. The evacuation chairs are serviced annually and records kept. A range of teaching and support staff have been trained in the use of the evacuation chairs.

The method of evacuation will be discussed with the individuals concerned and incorporated into their standard personal emergency evacuation plan.

The school's Accessibility Plan is available in school. This information will be communicated via the website.

Whilst the governors of the school have responsibility covering all areas of school development, the key personnel in the formulation, implementation and evaluation of the plan will be a) Premises Manager, b) Deputy Headteacher, c) Director of Learning Support d) LSA's.

Possible developments during the 3 years of the plan:-

1. Continued adjustments for specific students as they move through each key stage.
2. Annually repaint external yellow lines to help visually impaired.
3. Continued staff training and awareness.
4. Place blinds in classrooms where necessary.
5. Renew lighting where necessary.
6. Work with architects to ensure that the new buildings have access to all.

Previous adaptions made to the school:-

1. 2 x Refurbished disabled toilets now available in Rotherfield.
2. Installed ramps to New Block, Tech Block, Main Block, Tennis Courts and Rotherfield.
3. External handrails fitted to the outside of SCITT , Main Block and Rotherfield.
4. Refurbishment of Rotherfield in 2018 to current DDA regulations..
5. Ramp provided to Brookfield reception.
6. Automatic doors fitted to Main Block reception.
7. Discovery Centre new build in 2015 is fully compliant with all accessibility requirements.
8. 2 disabled parking spaces available