



RUGBY SCHOOL

Rugby School

Lent 2025

1.0 INTRODUCTION

- 1.1 This policy sets out the proposals of the school to increase access to education for disabled students in the three areas required by the planning duties in the Disability Discrimination Act 2002 and the Equality Act 2010.

2.0 SCOPE

- 2.1 This is the Accessibility plan for the Rugby School site.

3.0 AIMS

- 3.1 The purpose of this Accessibility Plan is to:
 - 3.1.1 Increase the extent to which students with disabilities can participate in the curriculum.
 - 3.1.2 Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
 - 3.1.3 Improve the availability of accessible information to students with disabilities.
- 3.2 Rugby school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.
- 3.3 Rugby school expects its staff and students too adhere to its values. Rugby school students and staff are kind and inclusive, grounded and authentic, courageous and not afraid of failure, curious and ready to ask, 'what next'? In relation to this document the expectation that students and staff are kind and inclusive is particularly significant.
- 3.4 Rugby school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

4.0 MONITORING ARRANGEMENTS

- 4.1 This document will be reviewed annually by the Governing Body.

5.0 POLICY OWNER

- 5.1 This policy is the responsibility of the Deputy Head (Academic).

6.0 RELATED POLICIES, LEGISLATION, AND GUIDANCE

- 6.1 Rugby School's Complaints Procedure covers the Accessibility Plan. If you have concerns relating to access ability in the school, the complaints procedure sets out the process for raising these concerns. The Complaints Procedure is available on the school website.
- 6.2 This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education guidance for schools on the Equality Act 2010.
 - 6.2.1 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.
 - 6.2.2 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.

6.2.3 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.

6.3 This Accessibilities Plan should be read in conjunction with other related Policies including:

- The Equal Opportunities Policy
- The SEND Policy
- The Admissions Policy
- The Medical Care Policy
- The Risk Assessment for Student Welfare

6.0 FURTHER INFORMATION

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

7.0 ACTION PLAN

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED BY	SUCCESS CRITERIA
Increase access to the curriculum for all students with a disability	Teaching is of a high quality and appropriate to the needs of all students including those with special educational needs and/or disabilities.	To ensure SEND students have access to, and are fully engaged in, our ambitious and challenging curriculum.	Train teaching staff in, and embed, effective study skills practices to ensure consistency for SEND students.	Assistant Head (Middle School)	September 2027	All teaching staff understand 'chunking', 'grouping' and 'mapping', allowing students with SEND to benefit from a consistent and clear approach to learning information.
	Careful tracking and monitoring procedures, coupled with individualised interventions, are in place for of all students including those with special educational needs and/or disabilities.		Train SEND students in effective study skills practices to allow all students to make good progress, especially in preparation for public examinations.	Assistant Head (Middle School)	September 2025	SEND students benefit from certainty about approached to learning information in preparation for internal assessments and public examinations. This will support their academic progress.
	Students with SEND benefit from the support of the Learning Development Department, including optional timetabled additional lessons provided free of charge.		Build additional support for Mathematics into our timetabled additional support for students with SEND.	Deputy Head (Academic), Assistant Head (Middle School), Head of Mathematics	September 2025	Students with specific learning needs that affect learning in mathematics are able to access expert additional support as part of their timetabled provision, enhancing progress in mathematics.

			To train all teaching staff on understanding of ADHD/ADD and best practice for teaching students with ADHD/ADD.	Deputy Head, Deputy Head (Academic)	September 2025	Lessons are better suited to students with ADHD/ADD, teaching staff are better able to understand the challenges faced by children with ADHD/ADD. Students with ADHD/ADD those students make better progress.
Improve and maintain access to the Physical environment.	<p>The environment is adapted to the needs of students where possible and as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Disabled parking • Disabled toilets <p>Refurbishments and New Builds are carried out to make the facilities accessible to students. Recently completed works include: A fully compliant New House; fully accessible refurbishments to Sheriff House, Kilbracken House,</p>	To ensure students and visitors are able to access the Rugby School site in order to be fully involved in the life of the School.	<p>The Refurbishment of Tudor House will improve accessibility.</p> <p>The creation of disabled facilities in the dry side changing rooms in the Sports Centre.</p>	<p>Director of Estates</p> <p>Director of Estates</p>	<p>September 2027</p> <p>September 2025</p>	<p>Improved access to Tudor House</p> <p>Provision of dry side disabled changing rooms for disabled in the Sports Centre.</p>

	Whitelaw House; provision of wet side disabled changing rooms in the Sports Centre; and full accessibility for the Macready Theatre.					
Improve access to information for students, parents or visitors with a disability.	All written communication, either hard copy or electronic, can be provided on request in a suitable format to enable access. This includes large print and audio formats.	All students and parents are able to access all School information, policies and guidelines.	A review process to investigate how well students are able to navigate the school site with a focus on signage and maps.	Assistant Head (Middle School)	September 2026	Improved understanding of student views relating to the navigation of the school site.
	A video link is provided for parents as a recording of meetings/presentations if access has not been gained readily. Parent-teacher meetings are offered online as well as in person.	Students with additional needs are able to access the curriculum and examinations.	The Development of AI tools to support access to written documents for students with SEND.	Deputy Head (Academic)	September 2026	Students can simplify complex documents, enhancing their understanding.

Authorised Compliance Committee:	
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Date:	March 2025
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