



The Royal School

Wolverhampton

Accessibility Plan and evidence of compliance with the Public Sector Equality Duty 2024 - 2025

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Job title	SENCO
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Version no.	7
Review frequency	Every 3 years
Approving body/committee	Data, Standards and Achievement Committee
Target audience	All staff, parents

Changes to this policy (May 2025):

Section 1 – streamlined to 4 targets to avoid repetition – curriculum access, participation in wider enrichment opportunities, inclusive learning environments and School of Sanctuary accreditation

1.1 The Royal Way has been referenced as our framework for Teaching and Learning that includes how we support our pupils to overcome their barriers to learning; reference to a range of CPD opportunities that are offered and how we ensure that all staff have up-to-date information about pupils; the role of strategic intervention planning

1.2 Communication with parents when educational visits are shared so that there is an opportunity to discuss the trip in detail and how their child's individual needs can be accommodated; individual risk assessments are created in partnership with parents if required

1.3 References adaptive teaching strategies rather than differentiation.

1.4 A specific target added linked to the School of Sanctuary award

Section 2 – streamlined to 2 targets to avoid repetition – accessibility of information for pupils and accessibility for parents/carers

Section 3 – a list of potential priorities replaces the previous grid – a full audit of access to the physical environment will be undertaken during Summer term 2025/Autumn term 2025

Section 4 – adapted to focus on equality and inclusion – includes equality and information objectives

The final page includes a paragraph sharing that during the academic year 2025/2026 a full audit will be conducted in preparation for a new Accessibility Plan being created

Objectives

The Royal 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. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities. The Royal School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with SEND, a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as all other pupils.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Royal School Accessibility Plan relates to the key aspects of curriculum, physical environment and written information.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Health & Safety Policy
- School Improvement Plan
- SEND policy and Information Report
- Learning, Teaching and Assessment Policy
- Equal Opportunities Policy

The Accessibility Plan for physical accessibility relates to the access audit of the School, which remains the responsibility of the Governing Body. Due to the ongoing building development it may not be feasible to undertake all of the work during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new accessibility plan for the ongoing period.

Equality impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider equality and diversity issues as required by the Equality Act 2010.

Attached is an action plan showing how the school will address the priorities identified.

The Royal School Accessibility Plan

1) Increase access to the curriculum for pupils with a disability

Target	Strategy	Outcome	Time-frame	Achievement	Lead
1.1 Increase access to the curriculum for pupils with a disability; ensure that all pupils can participate in the curriculum being offered	<ul style="list-style-type: none"> - Development of The Royal Way – our framework for teaching and learning - Regular staff training on a range of pupil barriers and adaptive teaching strategies in Monday briefings, TA and teacher CPD sessions - Information about pupils shared through Individual Learning Plans, Pupil Passports and Provision Maps - Regular lesson drop ins led by SLT/ subject leads to review curriculum accessibility and environments - Subject leads to regularly review their SOW to embed SEND strategies to increase curriculum access for all pupils -Strategic intervention planning to support pupils -Accessible classroom materials 	<p>All teachers are able to more fully meet the requirement of disabled pupils' needs with regards to accessing the curriculum</p> <p>All staff aware of accessibility and how we must adapt our curriculum, teaching and learning environments to enable all pupils to thrive and achieve</p>	Ongoing	<p>Increase in access to the national curriculum</p> <p>Strong pupil achievement from their starting points</p>	LH, KJo, ES, JW, HG, AM, all subject leads

<p>1.2 All out of school activities and opportunities are planned to ensure the participation of whole range of pupils</p>	<p>Review all out of school provision to ensure compliance with legislation.</p> <p>Pupils with individual needs are given priority access to after school activities/trips/school roles that support the development of their individual needs</p> <p>Parents/carers of pupils with individual needs are given the opportunity to discuss trips to support with decision making about their child's involvement</p> <p>Risk assessments are co-created with parents for any trip/activity as required</p> <p>Some out of school activities are targeted at pupils with needs to increase participation within society</p> <p>Pupils with additional needs are offered work placements through Work and Learn in order to support transition into adult life</p>	<p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>All pupils have the opportunity to apply for pupil roles e.g. prefects, CCF</p>	<p>On-going</p>	<p>Access to all school activities for disabled pupils</p>	<p>CH, KJo, JC, ES, HOH, EVC lead</p>
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<p>1.3 Create effective learning environments for all</p>	<p>Subject and classroom teachers to collaborate with support staff to provide accessible learning environments for pupils with additional needs and barriers</p> <p>School collaborates with external professionals advising on how to meet individual needs, e.g. visual impairments; hearing or physical impairments</p> <p>Teachers use their knowledge of pupils to adapt their teaching to support all learners to be successful</p>	<p>Classroom organisation and equipment supports the learning of all pupils</p> <p>Seating plans have a positive impact on pupil engagement and learning</p> <p>Teachers have a secure understanding of pupil barriers</p>	<p>Ongoing</p>	<p>Increase access to National Curriculum</p>	<p>All staff</p> <p>Drop ins led by RLT and middle leaders</p>
<p>1.4 To promote inclusion and belonging for all members of our school community</p>	<p>School working towards School of Sanctuary accreditation (Primary: 2024/2025, Senior: 2025/2026) with a focus on inclusion, belonging and creating a safe and welcoming environment for all pupils</p>	<p>School engages successfully with the School of Sanctuary programmes</p> <p>School achieves this accreditation</p>	<p>2024/2025 2025/2026</p>	<p>School community celebrates diversity and is a safe and welcoming place for all</p>	<p>HG, ES, JK, KJo</p>

2) Improving the delivery of written information

Target	Strategy	Outcome	Time-frame	Achievement	Lead
2.1 To ensure that all written information for pupils is accessible	<p>Reading materials within lessons are adapted for specific pupils</p> <p>Lesson materials are created to support with the cognitive load of pupils</p> <p>Use of assistive technology such as iPads, laptops and reader pens to be used to support pupils with significant reading difficulties</p>	All pupils can access lesson materials	Ongoing	Reading barriers are overcome through adaptive teaching strategies	Class teachers and subject leaders KJo, ES
2.2 To ensure that all school information is shared so that it is inclusive for all relevant audiences	<p>School letters/newsletters to be available in accessible formats</p> <p>Use of digital translation tools to support with verbal or written communication</p> <p>Aspiring Futures to provide English lessons linked to The Royal</p> <p>Transition booklets for Year 7 and Reception in easily accessible formats</p> <p>Staff used as translators where appropriate</p> <p>Face-to-face meetings offered to support with communication</p> <p>Yearly review of school communication to seek ways to further improve</p> <p>Specialist advice from VI/HI team</p>	All pupils/ parents can access school information	Ongoing	Delivery of information to disabled and/or vulnerable pupils and parents/carers, and those with EAL, improved	RLT, All staff

3) Improving access to the physical environment

The Royal School is currently awaiting an extensive building project across the whole of the school. Hence, some areas of the school such as large parts of the Primary School as well as the Senior Site are currently not easily accessible for people with physical disabilities or visual impairments.

The school has taken measures to improve accessibility; however at this point staff only have limited impact on the speed of the improvements made. Equally, due to the imminent start of the building work, the school is also not in a position to carry out significant alterations to the current site.

To further improve access of visually impaired pupils to the Senior School site, the Local Authority carried out an environmental audit of the school site. Whilst the school has removed a number of potential barriers to inclusion such as edging of steps and trip hazards, some targets on the audit can only be addressed through the building programme (such as the replacement of doors and wider corridors).

Specific priorities include:

- Ensuring accessible parking across all parts of the school site including the pool car park
- Improving pupil access to all parts of the school building including the school Sanatorium and Clarence House
- Handrails on both sides of staircases
- Accessible toilets in all areas of the school
- All classrooms accessible
- Lifts to floors above ground level
- Clear signage
- Quiet or sensory-friendly spaces

4) Ensuring equality and inclusion

Target	Strategy	Outcome	Time-frame	Achievement	Lead
To ensure inclusive policy and practice to attract a wider and more diverse workforce; to actively retain talent and diversity	Robust recruitment process to be in place Implement strategies to attract and recruit a diverse workforce	To ensure that we do not discriminate against staff with regard to their protected characteristics, including disability	Ongoing	Staff with disabilities have equal opportunities	RLT, LC
To follow our admissions code and information set out in our SEND Information Report	Annual review of SEND information report SENDCos to respond individually to each consultation	EHCP consultations to be considered in depth Admissions code to be followed	Ongoing	Equality and inclusion principles adhered to during the admissions process	NM, RLT, KJo, ES
To create the conditions for all children and staff to flourish	Address any behaviours that do not support our approach Provide opportunities for personal development	Staff voice and pupil voice regularly collated to support the review of school processes Staff and pupil well-being strong across the school	Ongoing	Staff and pupils flourish at The Royal	RLT

During the Summer term/Autumn term 2025, a full accessibility audit will be conducted led by the Senior and Primary School SENDCos in conjunction with the Health and Safety working group leads. This will include an audit of our curriculum offer, our physical environment and the accessibility of school information. This audit will shape a new Accessibility Plan which will be created during the 2025/2026 academic year.

