



Tring School

Accessibility Policy and Plan

Policy Review	
Review Schedule	Annual
Reviewed by:	Local Governing Body
Accepted by:	Trust Board
Reviewed:	November 2020
Date of Next Review:	November 2021

Introduction

We believe that students thrive in a happy, secure and caring environment. It is an essential part of a school ethos that the values of peace, love and caring for others should be core values that we respect and agree.

Scope

The RLP is at the heart of the community delivering an inclusive education to students of all ages. Our mission is to embrace challenge and to celebrate success in all that we do by striving for every learner to reach their full potential. The culture that we have in our schools means that they each retain their distinctiveness but learn and grow together and remain collectively responsible for providing all students with exciting and inspiring opportunities.

For Church Schools in the Ridgeway Learning Partnership the following biblical narrative applies:

'For the Lord your God is God of gods and Lord of lords, the great God, mighty and awesome, who shows no partiality and accepts no bribes.' Deuteronomy 10:17

'May the nations be glad and sing for joy, for you rule the peoples with equity and guide the nations of the earth.' Psalm 67

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Policy Statement

Tring School is committed to providing a safe environment to enable full curriculum access to all pupils, staff, parents and visitors regardless of their education, physical, sensory, emotional or cultural needs.

The school recognises its duty under the Disability Discrimination Act 1995 (as amended by the SEN and Disability Act.) We are committed to taking positive action as set out in the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school enabling all students to achieve their full potential, academically, emotionally, physically and spiritually.

Aims

In consultation with pupils, parents, staff, the governing body and external partners, Tring School is committed, where it is feasible and reasonable to do so, to increase access to education to disabled pupils in accordance with the three areas required by the planning duties in the Equality Act 2010, which include the following:

- I. Curriculum Access:
 - o increasing the extent to which disabled pupils can participate in the school curriculum;
 - o ensuring the curriculum is delivered in such a way that all students benefit fully regardless of any impairment.

- II. Physical Access to Education and Associated Services:
 - o improving the environment of the school to provide full accessibility to students, staff and visitors with mobility, sensory and / or other impairments;
 - o provide appropriate educational equipment and physical aids to ensure educational programmes within the school can be fully accessed by all regardless of any disability / impairment.

- III. Information Access:
 - o providing for pupils and their parents/carers information about the curriculum in a format which takes into account any disabilities.

Content/Procedure

(Re items 1-111, see [Accessibility Plan.](#))

In addition, Tring School recognises its responsibilities towards disabled staff and will:

1. monitor recruitment procedures to ensure that people with disabilities are given equal opportunities;
2. ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers; and
3. where necessary, undertake reasonable adjustment to enable staff to fully access the workplace.

In undertaking the Accessibility Plan, Tring School acknowledges the Equality Act 2010, in which the term 'disability' is defined as:

a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on (his or her) ability to do normal daily activities".

We recognise that physical and / or mental impairments include sensory loss, mental illness, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. However, the plan only includes such difficulties if they relate to an underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc and therefore includes a number of students who are, or may be on our SEN register.

For the purpose of the plan Tring School include as part of the 'curriculum' teaching and learning both within the school academic day and during participation in after school clubs, leisure, cultural and sporting activities and school visits.

Through our Accessibility Plan, which is reviewed annually and revised as necessary, Tring School aims to increase the accessibility of provision for all students, staff and visitors including those with disabilities to achieve their fullest potential.

Tring School
Governing Body

[Disability Access Appendix](#)