Ranelagh School

Accessibility Plan

Date reviewed by SLT	Spring 1 2026
Date reviewed by Designated Governor	Spring 1 2026
Date approved by Governing Body	Spring 1 2026
Date of next review	Spring 1 2027 (to be reported on annually)
Published	Website Staff Shared Area (Q;Subject Areas; Policy Documents)

Context

Ranelagh School Vision

Though we are many, we are one body

Following the ministry of Jesus, we empower all to use their gifts in faithful service. We inspire and encourage each individual to develop and nurture unique skills, interests and talents, in order that they can flourish. Our school is a unifying heartbeat, enabling everyone to feel welcomed and valued as members of our community.

Our school vision emphasises our belief that all individuals should feel welcomed and valued members of our community, irrespective of their circumstances. Everyone should have the opportunity to develop their skills, interests and talents, in order that they can flourish.

As a Church of England school, we recognise the importance of educating for life in all its fullness. As part of our commitment to the nurture of wisdom, hope, community and dignity, we understand that the accessibility of provision is fundamental to the success and well-being of all stake-holders.

We are committed to providing an environment that enables full curriculum access, valuing and including all students, staff, parents and visitors, regardless of their educational, 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.

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled students.

The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long-term negative effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

The Accessibility Plan for physical accessibility will be informed by and updated in the light of the upcoming access audit. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Aims of the Ranelagh School Accessibility Plan

The Accessibility Plan shows how access is to be improved over time for all students, staff and visitors to the school, recognising the need to make “reasonable adjustments” and accommodate the needs of individuals where practicable. The main priorities in the school’s plan will be in the following areas:

1. Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services
2. Increasing the extent to which disabled students can participate in the school curriculum

3. Improving the communication of written information to disabled students, staff, parents/carers and visitors

See Appendix A for details.

The Accessibility Plan will be fully reviewed every three years and reported on to the governing body on an annual basis, via the designated SEND governor.

Appendix A – Action Plan

Area 1: Ensuring, and when necessary, improving access to the physical environment of the school

Area	Aim	Actions	Person responsible	Time frame	Success criteria
Physical access	Buildings are accessible to everyone, including those in wheelchairs and on crutches	Review and where appropriate and necessary, make improvements to: • Access to buildings • Access to lift • Provision of ramps • Accessible parking bays • Signage	SD, GP	On-going	The physical environment is safe and accessible for all
Emergency evacuation	Emergency evacuation procedures take account of the needs of all individuals	SENDCo to establish assembly points and facilitate evacuation of students with disabilities	SENDCo	On-going	All staff and students to be fully aware of procedures and designated personnel and rendezvous areas
Movement in Scott building	Movement in upstairs corridor at lesson change-overs is orderly and safe	Teachers to ensure that the one-way system is adhered to	Teaching Staff	On-going	All students, staff and visitors are able to move safely along the corridor
Temporary injuries	Students who are temporarily disabled due to injuries are able to access their lessons as usual	HoY to risk assess students with temporary injuries (including those on crutches and in wheelchairs) and where necessary, arrange for temporary re-rooming of lessons which are timetabled upstairs in the old building (Maths, Science, Library)	HoY	On-going	Students with injuries are able to attend all of their lessons

Area 2: Ensuring, and where necessary, increasing access for disabled students to the school curriculum

Area	Aim	Actions	Person responsible	Time frame	Success criteria
Access to the examined curriculum	All students to have access to a broad, balanced and relevant curriculum	Review curriculum and options process	MAW	Annually	All students are able to access accredited courses
		Review Key Stage 4 and Key Stage 5 Level 3 offer in the light of each cohort of students	MAW, EAC	Annually	The curriculum is appropriate for all students, including those who are disabled
Personalised learning	All teachers to have an understanding of the challenges faced by students with additional needs	Provide advice and strategies to staff in the identification and teaching of students with additional needs and other specific learning difficulties	SENDCo	Regular	Students with additional needs are able to access the curriculum appropriately
	Students with additional needs are able to access the curriculum and make expected levels of progress	Short-term interventions, withdrawal groups and LSA support provided as appropriate to support students with specific additional needs	SENDCo, teaching staff	On-going	Students with additional needs make additional levels of progress
Access to enrichment opportunities	All students to have the opportunity to participate in trips and extra-curricular activities, irrespective of any disabilities	Monitor students' participation in extra-curricular activities and visits	SAJ	Termly	There is no gap in the participation rates of disabled and non-disabled students

Access arrangements examinations)	Students with disabilities are not at a substantial disadvantage when undertaking external assessments	Students with disabilities are monitored and / or tested to determine whether there is a need for "reasonable adjustments" (in line with JCQ guidance)	SENDCo EAC, HoY, Exams team		"Reasonable adjustments" are made as appropriate
Transition	All disabled students joining the school make a smooth transition	Visits to all feeder primary schools to determine the needs of disabled students. Establish needs and disabilities of Year 6 students due to join Ranelagh	HLS, SENDCo, HoY 7	Summer term	Needs of individual students are identified and shared with relevant colleagues
Attendance	Students with SEND maintain good attendance and their progress is not affected by absences	Careful monitoring of attendance, use of attendance action plans and "reasonable adjustments" where appropriate in order to encourage good attendance	HLS, CFM, SENDCo, Attendance Officer	On-going	Students with SEND maintain attendance of at least 95%
	Suspensions take account of students' additional needs	Audit exclusion data for students with SEND and ensure that "reasonable adjustments" are in place to recognise the challenges faced by particular students	TRG	On-going	Students with SEND are fully included in school life

Area 3: Ensuring, and where necessary, improving the effective delivery of information to disabled students, parents and staff

Area	Aim	Actions	Person responsible	Time frame	Success criteria
Staff training	All staff are aware of the challenges faced by individual students	HI service to lead training in use of transmitters and general understanding of the needs of students with HI	Ranelagh SENDCo	Annually	Teachers of students with HI have a clear understanding of the needs of HI students, with HI students successfully included in all aspects of school life
Written communications with parents	Written communications with parents and carers is provided in a range of formats when required for individual purposes	Review communications annually when a family are identified as needing support	SLT, SENDCo	On-going	Information shared with parents / carers is accessible to all
Sources of support	Information about sources of support for young people with SEND are available on the school website	Ensure that sources of information and support are indicated on the school website	SENDCo, HLS	On-going	SEND students and parents / carers are aware of the support available in the local community
Consultation evenings	All parents / carers are able to participate in consultation evenings	Ensure that there is appropriate provision for parents with disabilities (e.g. signer)	SAJ, HoY, HW	On-going	Parents / carers will be able to participate fully in consultation evenings, irrespective of any disabilities
Clarity of communication	All school communications use language clearly, avoiding educational “jargon” as much as possible	SLT, HoY or CL to review written communications before they are distributed	SLT, CL, HoY	On-going	All communications will be easy to read and have clarity of purpose