



The Richmond School

ACCESSIBILITY PLAN

To be reviewed annually by the Headteacher
Last Review: Nov 2022

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Key Aim for the Accessibility Plan:

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in our school and local community for pupils, and prospective pupils, with a disability.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including children, parents, governors, specialist teachers and SEN advisors and health professionals.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Training for teachers on differentiating the curriculum and effective communication with parents –</p> <p>Training for staff on increasing access to the curriculum with SEND</p>	<p>Attachment disorder & managing anxiety in children training</p> <p>Medical training for epipen administering, diabetic management.</p> <p>Positive handling (TEAM TEACH) training for relevant staff.</p> <p>Mental Health training for Learning mentor and ELSA TAs</p>	SENDCO SEN Teacher CPD (BOSS & Healthy Minds for training)	Annually reviewed by SENDCO/SLT and through SDP	Staff have current training to meet the needs of each year groups cohort.
		<p>Ensure all children are able to access trips and visits.</p>	<p>Risk assessment for all trips and pre visit if a new venue to assess access for children with disabilities.</p> <p>SENDCO/School visits lead, class teacher</p> <p>Termly as visits are planned</p>			All pupils are able to access trips and visits.

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			All pupils are able to access trips and visits. Teachers to be fully aware of children in their class who have physical needs.			
		Classroom allocation in 2022-23 to support children with disabilities Specialist equipment/ adapted activities to be used to enable children to fully participate in activities	Supports/reorganisation of building to gain access to the classroom/swimming pool such as are the steps accessible? Is a hoist needed? Physical aids as required. Evacuation chair in school. Training available to relevant staff Dyslexia multi-sensory support P.E. equipment that provides various levels of support.	HT P.E. coordinators SENDCO	Annual review of resources and additional supports as and when required for learning and activities. Annual assessment of the swimming pool to see if children with disabilities can access the changing rooms and can get in and out of the pool.	Children have the classroom/ equipment they need for learning and dining. The curriculum reflects the accessibility to activities through events such as disability sports.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> Ramps Corridor width 	External steps & manhole covers highlighted in yellow / non-slip paint Equipment/Play posts painted with yellow markers	Training and advice obtained to ensure equipment is adapted to individual needs. Adaptations checked and safety certificates	SENDCO Bursar and health and safety lead to do annual health and	Termly review of needs and condition of equipment.	Children and staff are able to use equipment and adaptations safely and effectively.

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To ensure that staff are aware of how to use any equipment provided by O.T's and physiotherapists and other health professionals.</p> <p>Ensure all equipment and adaptations are checked at least annually. Check that adaptations such as toilet seat and step for child in Early years meets need.</p>	<p>of maintenance obtained as required.</p> <p>Facilities reviewed with regard to the needs of the current cohort. E.g are changing facilities need for Early Years children.</p> <p>PEEP plans/Risk assessments</p>	<p>safety walk to ensure all areas are accessible to all pupils and staff or alternatives are provided.</p> <p>Reviewed annually</p>		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Pictorial or symbolic representations</p> <ul style="list-style-type: none"> • iPads with adaptations such as 	<p>Increase knowledge of staff in regard to availability of written material in alternative formats</p> <p>Annual training to ensure staff are aware of facilities that are in school for children and to look at any</p>	<p>Staff aware of services available through LA. Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.</p>	SENDCO/HT / DH	Termly	Staff are fully aware and children are fully included in school life.

	<p>coloured backgrounds for dyslexic children/text and image enlargement, whiteboard projection and text to speech software.</p> <ul style="list-style-type: none"> • Dyslexia supports such as coloured inlays and coloured exercise books. 	<p>amendments to provision.</p> <p>Sloping boards and adjustable tables for pupils with mobility problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty.</p>				
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4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Fabrics Committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour policy
- School Development Plan
- Teaching and Learning Policy