

Accessibility Policy and Plan (Richmond Academy)



Reviewed March 2019

Richmond Academy

Accessibility Policy and Plan

This Accessibility Plan is compliant with current legislation and requirements as specified in The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

It should be read in conjunction with the following policies, strategies and documents of the school:

Teaching and Learning Policy
Complaints Policy
Equal Opportunities Policy
Charging and Remissions Policy
Health & Safety Policy
Homework Policy
School Behaviour and Anti-Bullying Policy
Well Being and Involvement Policy
SEND Policy
Premises Management: Security and Procedures

Richmond Academy Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with its stakeholders and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Richmond Academy is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Currently the school does not have any pupils, staff or parents with disabilities requiring additional access.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to it. We will take relevant actions to:

- Improve 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.
- Continue to develop, in light of the changing pupil population, access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- 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.

IMPROVING THE CURRICULUM ACCESS

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	REVIEW FEBRUARY 2019
Training for teachers and support staff on Children with Special Needs (as detailed in SEND action plan)	Review the needs of children with specific issues, provide relevant training	All staff have a clear understanding of strategies to improve children’s access to the curriculum	Ongoing involvement as appropriate	Increase in access to an appropriate curriculum though reduction in barriers to learning	All Teachers and support staff have received training on ADHD and ASD strategies. Ongoing training in place.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation on a regular basis	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going	Increase in access to all school activities for all pupils	Ongoing.

Classrooms, including Nurture are optimally organised to promote the participation and independence of all pupil	Review layout of furniture and equipment to support the learning process in individual classes. Promote use of visuals in individual classes	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing Visual timetables and good sitting/listening prompts already in use.	Increase in access to an appropriate curriculum	Nurture and classrooms have had review of furniture layout. New tables and chairs are in place.
Ensure all children on the SEN register have individual targets; either on the provision map or individual provision plan	Class provision maps reviewed termly with SENCo. Meeting between TAs/SENCo termly.	Provision maps and targets are relevant, up to date and form a key part of the planning process for all pupils	Review termly	Provision maps, IEPs and targets in place to support the needs of individual children	Provision maps are evaluated and reviewed termly.
Review TA deployment so that all pupils are appropriately supported	SLT to discuss termly at Strategy Meetings	Adult support is appropriately delegated according to the needs of individual classes/children and the availability of HNF	Review termly	Children with a disability or SEN have access to appropriate support (1:1 or small group). They are making at least the expected progress.	All children with HNF have access to adult support as per their plan.
Training for teachers to enable them to meet the Mainstream Core Standards for all learners	Undertake a MCS audit for all staff. Review SEN action plan to incorporate identified training needs (completed)	All class teachers are meeting the Mainstream Core Standards	Termly focus during provision map monitoring.	Strategies to meet the needs of all learners are on provision maps.	Provision map strategies have recently been reviewed.

IMPROVING THE PHYSICAL ACCESS

		REVIEW FEBRUARY 2019
Toilet Facilities	There are two disabled toilets. They both have handrails and lever function taps.	1.3.19
Approach to entrance	The school can be entered without using any steps. The main doorway is wide enough to facilitate wheelchair access.	1.3.19
Car Parking and Deliveries	There are five disabled parking bays in close proximity to the main entrance.	1.3.19
Internal mobility	Fully accessible. No internal stairs or steps. Access to the building is via the carpark and a path with no stairs	1.3.19
Main Hall	All external and internal doors are accessible for wheelchair users.	1.3.19
Outside area access/playground	The playground is fully accessible to wheelchair users.	1.3.19
PE facilities	See above as PE takes part in the main hall or on the playground. If pupils, for individual SEND reasons, cannot occasionally participate, alternative arrangements are made.	1.3.19

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	REVIEW FEBRUARY 2019
Availability of written material in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	The school will be able to provide written information in different formats when required for individual purposes. School information published on the school website is updated regularly.	Ongoing	Delivery of school information to parents and the local community involved is fully accessible.	WEDUC
Availability of written material in different languages	The school will use translations approved by the LA for key information for EAL families	The school will be able to provide written information in alternative languages when required for individual purposes	Ongoing	The delivery of information to parents of EAL pupils is improved and EAL families are fully involved in school activities.	Ongoing
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire	School is more aware of the opinions of parents and acts on this.	Annually	Parental opinion is surveyed and action taken appropriately	Ongoing