Accessibility Policy

Reviewed September 2026

The Stour Academy Trust

Richmond Primary School

Accessibility Policy and Plan

This Accessibility Plan is compliant with current legislation and requirements as specified in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014, which support the implementation of Part 3 of the Children and Families Act 2014.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:

SEND Policy and Information Report
Equal Opportunities Policy
Child with Health Needs who Cannot Attend School Policy
Teaching and Learning Policy
Health & Safety Policy
Child Protection Policy
Behaviour and Anti-Bullying Policy
Admissions Policy
Complaints Policy

Richmond Primary School 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 also be published on the school website. The governing body is responsible for ensuring compliance with the Equality Act 2010, including Schedule 10, which requires schools to have an accessibility plan. The Local Authority may provide guidance or support, particularly for maintained schools.

Richmond Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents, carers 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.

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:

1. 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.
2. 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.
3. 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 September 2023
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	Achieved Further training to be arranged when identified as necessary
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	Achieved – 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	Achieved. This will be continue to be monitored. Flexible seating options implemented to promote maximum participation. Inclusive resources available to all children
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, PPPs and targets in place to support the needs of individual children	Achieved. This will continue
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.	Achieved. This will continue
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.	Achieved. This will continue.

IMPROVING THE PHYSICAL ACCESS

		REVIEWED **September 2023**
Toilet Facilities	There are two disabled toilets. They both have handrails and lever function taps.	Achieved – continue to monitor
Approach to entrance	The school can be entered without using any steps. The main doorway is wide enough to facilitate wheelchair access.	Achieved – there are 3 allocated disabled bays to serve those with blue badges and our most vulnerable families. Continue to monitor use and promote to these families.
Car Parking and Deliveries	There are five disabled parking bays in close proximity to the main entrance, with wheel chair access throughout the building.	Achieved – continue to monitor
Internal mobility	Fully accessible. N o Internal stairs or steps. Access to the building is via the carpark.	Achieved – continue to monitor
Main Hall	The internal doors are accessible by wheelchair users. There is one external fire exit accessible via a wheelchair.	Achieved – continue to monitor
Outside area access/playground	The playground is fully accessible to wheelchair users.	Achieved – continue to monitor
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.	Achieved – continue to monitor

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	REVIEWED September 2023
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.	Achieved – This is available upon request.
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.	This is available upon request. Through the use of OneNote access is also available through immersive reader and translator
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	Parents are able to respond using the questionnaire slips available in reception as well as via the link on the school website. Parent forums are held termly with parent representatives, HT and PSA.