

Accessibility Plan for Richmond School

Author	Miss. E. Merckx, SENCo, Richmond School
Date updated	July 2021
Approved by	Local Governing Body, 28 th September 2021



Arrangements for the admission of students with disabilities

Richmond School works in close partnership with the local authority (NYCC) with regard to all students with learning difficulties. Arrangements for the admission of students with disabilities who have an EHCP begin with a consultation by the Local Authority about whether the school is able to meet a student's specific needs and the provision identified in their EHCP. If the student subsequently gains a place at Richmond School, the SENCO or another member of the school's Learning Support staff attends review meetings, where possible, and liaises with the student's parents, primary staff and any other agencies involved. The Learning Support Department remains involved from that time. For other children with a disability, in addition to information provided by the primary school, parents are asked to give details of any special need which is then followed through by the SENCO. Richmond School has made a number of modifications to the school building to accommodate children with particular needs, and keeps provision under review on a regular basis.

Details of steps to prevent disabled students being treated less favourably than other students

The school's Accessibility Plan sets out the governors' response to the Equality Act 2010 which states that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation". Close attention is paid to implementation of the Accessibility Plan to ensure inclusion and equality of opportunity for all students.

ACCESSIBILITY PLAN 2021 - 2024

Context: The Accessibility Plan is the Governing Body's response to the requirements of the Equality Act 2010 which requires that a student should not be treated less favourably for a reason related to a disability.

Currency: The plan is intended to be current for the school year 2021- 22, but will be kept under review by the governing body during the year and revised as necessary.

Definition: The legislation defines disability as physical, sensory, intellectual or mental impairment. Discrimination means treating students less favourably than others without justification.

AIMS

Curriculum: The aim is to increase the extent to which disabled students can participate in the school curriculum.

Physical Environment: The aim is to improve the physical environment of the school so as to increase the extent to which disabled students are able to take advantage of the education provided by the school.

Information: The aim is to improve the delivery of information and ensure that disabled students are provided with the same information as students who are not disabled.

OBJECTIVES

Curriculum: To ensure that curriculum and other planning takes account of all forms of disability and makes provision for a wide range of needs so that all students have access to an excellent education, both academic and social, and the aims outlined in our prospectus apply to all children equally.

Physical Environment: To ensure that, as far as reasonably practicable, the needs of students with disabilities are met in terms of the physical environment of the school.



Information: To ensure that written and other communications with students take into account the needs of those with disabilities.

IMPLEMENTATION

General:

- All staff will be made aware of the Accessibility Plan and this policy will be made available to them via the Information for Staff shared drive.

Curriculum:

- The SENCO will inform staff on a regular basis, of their roles and responsibilities in all curriculum areas.
- Access will be enhanced by the effective deployment of Teaching Assistants and by deploying specific care in individual cases.
- Regular meetings will be held with Learning Support staff to discuss their work with disabled students.
- Continuing Professional Development activities will be arranged for staff as appropriate.
- The support of outside advisers will be sought to enhance the knowledge and techniques of staff.
- Advice will be provided to staff by the Learning Support Team to ensure that, as far as reasonably practicable, disabled students have access to all practical, expressive and physical activities.
- Advice will be provided to staff by the Learning Support Team on suitable classroom layouts to accommodate the needs of disabled students.
- Staff will take into account mobility difficulties in the movement of students into, out of and around school.
- As far as reasonably practicable, all students will have the opportunity to participate in activities and educational visits irrespective of disability. Planning of educational visits will take into account students' disabilities when choosing venues and travel arrangements.
- All students will take part in lessons and projects that educate the whole school community on disability.

Physical Environment:

- The school buildings provide access for disabled students.
- Emergency evacuation procedures will be in place to provide 1:1 supervision of disabled students.
- Transport to off-site facilities and for educational visits caters for disabled students.
- A review of the physical environment will be undertaken every academic year, to identify areas for improvement.

Information:

- Information will be made available in an appropriate form to students and prospective students who may have difficulty with standard printed information.
- Staff will be provided with training to enable them to use practices and systems developed to assist people with disabilities.
- A review of the availability of information will be undertaken this academic year, to identify areas for improvement.

Details of existing facilities to assist access to the school by students with disabilities

The school buildings, with doors and lifts suitable for wheelchairs and other mobility aids, provides access to students with physical disabilities. This provision is kept under review and in any building planning, disability access is considered as a priority.



The Accessibility Plan is subject to review every three years.

----- **End of Policy** -----

Policy Author: Miss. E. Merckx, SENCo, Richmond School
Monitored by: Mrs. J. Potter, Headteacher, Richmond School
Reviewed: July 2021
Next Review: July 2024