



Doing all the good we can

Approved May 2019

Next Review May 2022

Accessibility Plan

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Richmond Methodist Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They 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 within the school.

Richmond Methodist Primary School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school’s last access audit which took place in March 2019 and should be read in conjunction with the Access Audit. The Schools special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school’s

publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3-year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

Signed by

Head Teacher _____ Date: _____

SENCo _____ Date: _____

Governor _____ Date: _____

Priority Ratings

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

KEYS FOR COSTS

Budget costs have been included in the form of bands.

N - None M - Minimal OG - Ongoing Maintenance ST - Structural Change

Accessibility Plan for Richmond Methodist Primary School

March 2019

Item	Areas	Recommendation	Priority A, B , C	Keys for costs	Target date	Date Achieved
1	Approach to School	Ensure that the gate handles and stanchions contrast with the gates.	A	M	2019	
2		Suggest a meeting between the School Leadership Teams and the local Council to discuss any action that can be taken with regard to traffic management - Installing yellow zigzag lines outside the school is a possible option.	A	N	2019	
3	Car Park	Repaint the disabled parking bay, erect a sign in front of the bay. Mark out safe walkways in the car park.	B	M	2020	

4	External Ramps and Steps	Ensure that the ramped entrances are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition. Paint nosings on all outside steps where necessary and where there is no tactile paving and re-paint at the first sign of wearing. Paint nosings in a contrasting colour. Suggest small steps be replaced with a ramp.	B	M	2020	
5	Entrances	Main entrance - Provide a sign at the intercom.	B	M	2020	
6		Make sure staff and students are aware of the need to offer assistance by holding open doors or carrying materials for people with disabilities who have difficulties at the entrance.	A	N	OG	
7	Reception	Provide a high-back chair with arms for people who may find it difficult to rise from the style of chair provided. We suggest considering fitting the reception area with an induction loop hearing enhancement system, especially if the area is likely to be noisy. This is for the use of hearing-impaired visitors/parents. The sign should be clearly displayed.	B	M	2020	
8	Corridors	Remove table in corridor near IT suite.	A	N	2019	
9	Wayfinding and Signage	Ensure all signs are in lower case. Incorporate tactile signage in future.	B	M	2020	
10	Cloakrooms	Ensure that the areas round the cloakrooms are kept clear of trip hazards.	A	N	OG	
11	Doors	Ensure that the vision panels are not obscured by posters. Check and replace non-conforming door handles. Either paint door handles a contrasting colour or fit reflective strips.	B	M	2020	
12	Classrooms and Facilities	Consider installing Hearing enhancement system in the Hall. Ensure that there is a high-backed chair with arms in the IT suite.	B	M	2020	

13	Internal Stairs	It is recommended to highlight the start and end of each staircase and handrails with marking tape or different coloured carpet tiles. This will greatly assist a visually-impaired person. Fit a second handrail where there is only one on the stairs.	B	M	2020	
14	Toilets	Check and replace non-compliant taps with push button or lever taps.	B	M	2020	
15		Remove cleaning materials stored in the toilets that are blocking access to the cubicles.	A	N	2019	
16	Disabled Toilet	Staff Toilet - ensure cord not tied up, remove items stored in toilet, fit coat hooks. Gents Disabled Toilet – fit coat hooks, paint walls in a contrasting colour, ensure cord not tied up, remove items stores in toilet. Remove table and chair impeding access to the toilet. Provide location signage.	B	M	2020	
17	Staff Room	Provide a high-backed chair with arms in the Staffroom.	B	M	2020	
18	Gender Identity	Upon presentation, name and gender-marker (pronoun) change, including on documents, school record. Reissue any award or other certificates	A	N	OG	
19		Review toilet and changing facilities: Disclosures: To whom, by whom, how and when? Press Intrusion: Prepare generic equality statement to be issued if necessary. Alert office staff who respond to telephone calls	A	N	OG	
20		Arrange training for staff	A	N	OG	
21		Time out: Children (especially during puberty) may need clinic appointments	A	N	OG	
22	Means of Escape	Ensure that there is regular training on the evacuation of the building in the event of a fire.	A	N	OG	

23	Outdoor Spaces	Purchase a suitable outdoor picnic table for wheelchair users if a child in a wheelchair is admitted into the school. Plan to provide accessible parking in close proximity to the sports fields on an ad hoc basis. You will need to ensure that parents needs are ascertained prior to such an event and information in relation to visitors' special needs should be sought at the time invitations to Sports Days and similar events are made.	C	M	OG	
----	----------------	--	---	---	----	--

SUMMARY

<p>The main priorities in the school's plan</p>
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p> <p>Training for teachers and support staff and differentiating the curriculum All out of School activities are planned and risk assessed to ensure participation for all Training for Awareness Raising of Disability issues Information to know your students' needs</p>
<p>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:</p> <p>The key objective is to ensure that school premises are adapted so that disabled pupils are not prevented from attending the school of their choice because the premises are inaccessible and/or cannot meet the needs of the pupils. Making sure clear procedures are implemented to ensure that disabled pupils who are starting school have their needs assessed and that necessary adaptations at the school of their choice are carried out in time for the start of term.</p>

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Availability of written material in alternative formats as required

Raise the awareness of adults working at or for the School on good communications

If required arrange for visual impaired students to be able to access documentation

Review all policies to ensure that they do not discriminate the needs of staff, students or visitors