



Accessibility Policy		Associated Policies
Last reviewed	March 2021	SEND policy
Next review	March 2024	
Gov. sub-committee		
Owner		

At Richmond House School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school.

The School aims to develop a culture of inclusion and diversity in which people feel free to disclose their disability and participate as fully as possible in school life. On approaching the School, Richmond House would aim for any prospective parent/guardian or job applicant to feel able to discuss any disability in order that the School can reasonably evaluate what adjustments may need to be made and take such advice as it deems appropriate. Our admissions policy is non selective on entry, but the School must feel sure that it would be able to develop the potential of any prospective pupil with them having a happy and successful school career and emerging confident and well educated. The achievement of disabled pupils is monitored and the School will make reasonable adjustments so as not to disadvantage a pupil because of his/her disability.

Richmond House School is located in a four storey Victorian building with no lifts fitted. To access the broad curriculum offered requires children and staff to move through the building to specialist classrooms on a regular basis.

The 3 year Accessibility Action Plan, which is within the Appendix to this policy, outlines the plans that the Governors and SLT have in place to make Richmond House School as accessible as is reasonably possible within the constraints of the School site and financial budgets of the School.

RELEVANT LEGISLATION

The Equality Act 2010 defines a disabled person as someone who has '*a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities*'.

The Equality Act 2010 requires schools to have a three-year accessibility plan. Richmond House School has developed an Accessibility Action Plan which is contained within the Appendix of this Policy.

In accordance with Disability Equality in Education (DEE) Richmond House School recognises all pupils with special educational needs, including those children with an Education, Health and Care Plan (EHC Plan). The School also recognises those with long-term medical needs and pupils with long term impairments which have a significant impact on their day to day activities as being treated as disabled for the purposes of the Act and for equality.

Consideration will be given to specific individual cases and provision may fall under other areas such as Health and Behaviour in Schools (2015) and Counselling in Schools: a blueprint for the future (March 2015).

ACCESSIBILITY ACTION PLAN (SEE APPENDIX)

The School Accessibility Action Plan has been developed to ensure that the School complies with current legislation and works towards an efficient, cost effective and practical way of improving facilities, services and opportunities for the inclusion of disabled people.

The Plan aims to improve the following areas:

- Accessibility – entry, exit and moving around the building
- Inclusion – activities carried out, assistance and support, treatment by others
- Communication – knowledge of what is available

The Action Plan has been developed to fill any gaps identified in achieving the following objectives:

- Admissions Policy – to ensure that full information is obtained such that the needs of prospective pupils and staff can be assessed and reasonable adjustments considered.
- Physical layout – to consider all reasonable adjustments that can be made within the confines of the building and budgetary constraints and ensuring that any future developments will make the school more accessible.
- Curriculum/education – to adapt timetables and resources to ensure that pupils with disabilities or Special Educational Needs are taught in the most appropriate place/way to meet their individual needs.
- SEND Policy – to ensure that all children have the tools to access the same curriculum
- Information provision – to ensure that all information is provided in a format which meets the needs of pupils, parents/guardians, staff and others to who the School provides a service.
- Welfare – to ensure that Policies and Procedures are in place to prevent discrimination or bullying of pupils with special needs or disabilities.
- Training – to ensure that staff training is provided, where required, specific to pupils with special needs or disabilities, e.g. lifting.



Signed (Headmaster):



Signed (Chair of Governors):

Appendix to Accessibility Policy
Accessibility Action Plan 2021 – 2024

Target	Task	What required	Timescale	Responsibility	Monitoring
Accessibility: To ensure greater accessibility of parts of school to all users	➤ Ensure plans for new EYFS block and Sports Hall (and all other future developments) consider access, lighting, acoustics, colour, facilities and fittings.	➤ Review plans	Spring 2019	Bursar/Project Manager	Govs
	➤ Car park – ensure accessibility to park for disabled drivers	➤ Ensure disabled parking space is replaced/relocated following development of EYFS.	Summer 2019	Bursar/Project Manager	Govs
	➤ Ensure timetable is structured to ensure easiest possible movement around school for pupils with mobility issues.	➤ Identify children with specific mobility issues and adapt timetable accordingly where possible.	Summer term (each year)	Headmaster	Education Committee
	➤ Ensure specific Fire Evacuation Plan are in place for disabled pupils and make appropriate adaptations	➤ SENCO to consider needs of individual pupils within their class and develop an individual fire evacuation plan	Autumn term (each year)	SENDCO	SLT
	➤ Annual review of school buildings to confirm any further adjustments which can be made to improve accessibility.		Spring term (each year)	Bursar	Health and Safety C'ttee

Target	Task	What required	Timescale	Responsibility	Monitoring
Accessibility and Inclusion: Increase extent to which disabled pupils are able to move about school and partake in activities (Per IEP)	➤ Review specific needs via Education, Health and Care Plans (EHC's) with each subject co-ordinator and develop individual plan	➤ Prepare access plan for each area of the curriculum covering access to the content plus movement around the school buildings.	Autumn term (each year)	Coordinators, SENDCO	SLT
Inclusion: Ensure all recruitment practices are fair	➤ Ensure shortlisting panel do not take any disabilities into account from the monitoring form when shortlisting.	➤ Ensure Monitoring Form removed from back of application form before passing to staff/Governors to short list	As and when recruit	Head PA	SLT
Inclusion: Ensure understanding of disabled pupils needs / potential issues	➤ To ensure all pupils learn about disabilities within the PSHE curriculum ➤ To ensure that staff are adequately trained to provide appropriate support to pupils	➤ To monitor teaching of PSHE Curriculum, specifically 'Identity, Society and Democracy' module. ➤ To review staff training requirements to understand and best support individual pupil needs.	Ongoing Summer term (each year)	PSHE Co-ordinator Headmaster	SLT Govs
Communication: To ensure communication to parents / prospective parents, pupils and staff meets individual needs.	➤ Identify any special needs in communication and adapt accordingly.	➤ Include question on any special requirements for communication on parent survey/newsletter	2020	Headmaster	Govs

A handwritten signature in black ink, appearing to read "Buckley". The script is cursive and somewhat stylized.

Signed (Headmaster)

A handwritten signature in black ink, featuring a large, stylized initial "G" followed by a long, sweeping horizontal line.

Signed (Chair of Governors)