



Accessibility Policy		Associated Policies
Last reviewed	September 2021	SEND Policy
Next review	September 2024	Admissions Policy
Gov. sub-committee	Full Governors	Equal Opportunities for Pupils
Owner	Headmaster	

Ethos and Aims

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 strives to be a fully inclusive and welcoming school and aims to ensure that every pupil can participate fully in the life of the school.

On contacting 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 (See SEND policy) 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 pupils 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, existing school buildings and infrastructure, and financial budgets of the School.

Definition of Disability and Scope of the Accessibility Action Plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

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. The School's Accessibility Action Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

How the Accessibility Action Plan is constructed

Richmond House School recognises all pupils with special educational needs, including those pupils 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.

Richmond House School has considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

How the Accessibility Action Plan is reviewed and monitored

There is a formal review of the implementation of the plan at the annual June strategy meeting of the full governing board, with each of the relevant governor sub-committees reviewing as appropriate. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The School's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years. The plan should be read in conjunction with the School's Admissions Policy and SEND Policy.

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 Accessibility Action 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 Accessibility 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 pupils 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.

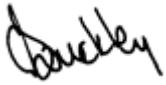
Appendix to Accessibility Policy: Accessibility Action Plan 2021– 2024

Target	Task	What required	Timescale	Responsibility	Monitoring
<p>Accessibility: To ensure greater accessibility of parts of school to all users</p>	<ul style="list-style-type: none"> ➤ Car park – ensure accessibility to park for disabled drivers ➤ Ensure timetable is structured to ensure easiest possible movement around school for pupils with mobility issues. ➤ Ensure specific Fire Evacuation Plan are in place for disabled pupils and make appropriate adaptations ➤ Annual review of school buildings to confirm any further adjustments which can be made to improve accessibility. 	<ul style="list-style-type: none"> ➤ Remind parents of the need to keep the disabled bays available for blue badge holders ➤ Identify pupils and staff, with specific mobility issues and adapt timetable accordingly where possible. ➤ SENDCO to consider needs of individual pupils within the school and each individual teacher to consider their class and develop an individual fire evacuation plan ➤ 	<p>Autumn</p> <p>Summer return and thereafter</p> <p>Autumn term (each year)</p> <p>Summer term (each year)</p>	<p>Headmaster</p> <p>Headmaster</p> <p>SENDCO</p> <p>Bursar</p>	<p>H&S committee</p> <p>Education Committee</p> <p>SLT</p> <p>Finance & General Purposes Committee</p>
<p>Accessibility and Inclusion: Increase extent to which disabled pupils are able to move about school and partake in activities (Per IEP)</p>	<ul style="list-style-type: none"> ➤ Review specific needs via Education, Health and Care Plans (EHC's) and IEP's with each Subject Lead and develop individual plans 	<ul style="list-style-type: none"> ➤ Prepare access plan for each area of the curriculum covering access to the content plus movement around the school buildings. 	<p>Autumn term (each year) but may require review for individual pupils.</p>	<p>Coordinators, SENDCO</p>	<p>SLT</p>
<p>Inclusion: Ensure all recruitment practices are fair</p>	<ul style="list-style-type: none"> ➤ Ensure shortlisting panel do not take any disabilities into account from the monitoring form when shortlisting. 	<ul style="list-style-type: none"> ➤ Ensure Monitoring Form removed from back of application form before passing to staff/Governors to short list 	<p>As and when recruiting</p>	<p>Head PA</p>	<p>SLT</p>

<p>Inclusion: Ensure understanding of disabled pupils needs / potential issues</p>	<ul style="list-style-type: none"> ➤ To ensure all pupils learn about disabilities within the PSHEe curriculum ➤ To ensure that staff are adequately trained to provide appropriate support to pupils ➤ To ensure disabilities are represented within school resources and activities 	<ul style="list-style-type: none"> ➤ To monitor teaching of PSHEe curriculum, specifically 'Identity, Society and Democracy' module. ➤ To review staff training requirements to understand and best support individual pupil needs. ➤ Library books for access ➤ Sign language club and course for staff ➤ Sing and sign event 	<p>Ongoing</p> <p>Summer term (each year)</p> <p>Spring 2023</p> <p>Summer 2022</p> <p>Autumn 2022</p>	<p>PSHEE Co-ordinator</p> <p>Headmaster</p> <p>SENDCO</p> <p>SENDCO</p> <p>Headmaster/SEND CO/D. of Music SLT</p>	<p>SLT</p> <p>Health & Safety Committee</p> <p>Education Committee</p>
<p>Communication: To ensure communication to parents / prospective parents, pupils and staff meets individual needs wherever possible.</p>	<ul style="list-style-type: none"> ➤ Identify any special needs in communication and adapt accordingly. 	<ul style="list-style-type: none"> ➤ Include question on any special requirements for communication on parent survey/newsletter 	<p>Ongoing</p>	<p>Headmaster</p>	<p>Marketing & Communications Committee</p>

Next Review Date: September 2024

A review of this policy, through the Governing Body and the SLT, is undertaken within 3 years of the last review date.



Signed (Headmaster)



Signed (Chair of Governors)