



Accessibility Policy		Associated Policies
Last reviewed	September 2024	SEND Policy
Next review	<b>October 2027</b>	Admissions Policy
Gov. sub-committee	Full Governors	Equal Opportunities for Pupils
Owner	Headteacher	

**Ethos and Aims**

Richmond House 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. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

**Legislation and guidance**

**The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.** The Equality Act 2010 requires schools to make ‘reasonable adjustments’ for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

**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. This includes 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 includes entry into the school.
- 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.

The School recognises and values parents’ knowledge of their child’s disability and its effect on their ability to carry out everyday activities; we also respect the parents and child’s right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

### **How the Accessibility Plan is constructed**

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

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.

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, in order to develop a personal accessibility plan tailored to an individual's needs.

The School's 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.

### **How the Accessibility Plan is reviewed and monitored**

There is a formal review of the implementation of the plan at the June 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.

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



Signed (Headteacher)



Signed (Chair of Governors)

**Appendix to Accessibility Policy: Accessibility Plan 2025– 2028**

Target	Task	What required	Timescale	Responsibility	Monitoring
<b>Accessibility:</b> To ensure greater accessibility of parts of school to all users	➤ Car park – ensure accessibility to park for disabled drivers	➤ Remind parents of the need to keep the disabled bays available for blue badge holders	Autumn term (each year)	Bursar	H&S committee
	➤ Ensure timetable is structured to ensure easiest possible movement around school for pupils with mobility issues.	➤ Identify pupils and staff, with specific mobility issues and adapt timetable accordingly where possible.	Summer return (each year)	Headteacher	Education Committee
	➤ Ensure specific Fire Evacuation Plan are in place for disabled pupils and make appropriate adaptations	➤ 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	Autumn term (each year)	SENDCO	SLT
	➤ Annual review of school buildings to confirm any further adjustments which can be made to improve accessibility.	➤	Summer term (each year)	Bursar	Finance & General Purposes Committee
	➤ Implement personal accessibility plans with reasonable adjustments where needed for pupils, staff or parents.	➤	Ongoing	Bursar	H&S committee
<b>Accessibility and Inclusion:</b> 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) and IEP’s with each Subject Lead and develop individual plans	➤ Prepare access plan for each area of the curriculum covering access to the content plus movement around the school buildings.	Autumn term (each year) but may require review for individual pupils.	Coordinators, SENDCO	SLT

<p><b>Inclusion:</b> Ensure all recruitment practices are fair</p>	<ul style="list-style-type: none"> <li>➤ Ensure shortlisting panel do not take any disabilities into account from the monitoring form when shortlisting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensure Monitoring Form removed from back of application form before passing to SLT/Governors to short list</li> </ul>	As and when recruiting	Head PA	SLT
<p><b>Inclusion:</b> Ensure understanding of disabled pupils needs / potential issues</p>	<ul style="list-style-type: none"> <li>➤ To ensure all pupils learn about disabilities within the PSHE curriculum</li> <li>➤ To ensure that staff are adequately trained to provide appropriate support to pupils</li> <li>➤ To ensure disabilities are represented within school resources and activities</li> <li>➤ Ensure SEND policy and provision provides stretch and support for all pupils.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ To monitor teaching of PSHEe curriculum, specifically 'Identity, Society and Democracy' module.</li> <li>➤ To review staff training requirements to understand and best support individual pupil needs.</li> <li>➤ Library books for access</li> <li>➤ Check IEPs and interventions are working and supporting children</li> <li>➤ Reflect on 24/25 academic year, creating ideas on how we can support further.</li> </ul>	<p>Ongoing</p> <p>Summer term (each year)</p> <p>Summer 2025</p> <p>Spring 2025</p> <p>Summer 2025</p>	<p>PSHE Co-ordinator</p> <p>Headteacher</p> <p>SENDCO</p> <p>Deputy Head</p> <p>Deputy Head</p>	<p>SLT</p> <p>Health &amp; Safety Committee</p> <p>Education Committee</p> <p>Education Committee</p> <p>Education Committee</p>
<p><b>Communication:</b> To ensure communication to parents, pupils and staff meets individual needs wherever possible.</p>	<ul style="list-style-type: none"> <li>➤ Identify any special needs in communication and adapt accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Include question on any special requirements for communication on parent survey/newsletter</li> </ul>	Ongoing	Headteacher	Marketing & Communications Committee