

Annex A - Accessibility Plan

King Richard School



Approved by: Richard Sproson

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**Next review
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Aims

Schools in Great Britain are required under the Equality Act 2010 to have an accessibility plan, and the MOD will mirror this requirement in overseas locations where it is reasonably practicable to do so. MOD Schools are therefore required to have an appropriate accessibility plan, the purpose of which is to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school has inclusion at its heart. As a school community we are committed to ensuring that all students can access broad and enriching curriculum and make outstanding progress regardless of their physical, sensory, social, spiritual, emotional and cultural needs. We work in line with Equality Act 2010.

The school recognises and values parent's knowledge of every child's disability and its effect on everyday activities and respects the parental and child's right to confidentiality.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

If you have any concerns relating to accessibility in King Richard School, the school complaints procedure is available on the school website. This should be followed for issues involving accessibility.

As part of the school's continued communication with parents, carers and other stakeholders we continually look for ways to improve accessibility through data collection, questionnaires and discussions.

Legislation and guidance

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 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disability.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Careful deployment of learning support assistance.</p> <p>Access to ICT equipment to support learning.</p>	<p>Maintain inclusive quality first wave teaching where possible.</p> <p>Continue to train staff to enable them to meet the needs of children with a range of SEND.</p> <p>Provide specialist equipment to promote participation in learning by all pupils.</p>	<p>SLT (Senior Leadership Team) and subject leaders to monitor quality of teaching, planning and provision for SEND pupils.</p> <p>Staff CPD as required.</p> <p>Assess the needs of the children and provide equipment as required. E.g. special pencil grips, headphones, writing slopes ect.</p>	<p>SLT/Subject Leaders/SGC (School Governance Committee)</p> <p>SLT/SENDCo</p> <p>All staff</p>	<p>On-going</p> <p>On-going</p> <p>Discussed during Half-term PPI meetings</p>	<p>From their individual starting points, all groups of pupils attain highly due to quality first wave teaching.</p> <p>Staff are confident to enable all children to access the curriculum in a way that meets their individual needs.</p> <p>Children have the equipment available to them to enable them to become independent learners.</p>

	<p>Dyslexia friendly strategies such as : Coloured overlays, line guides, tracking guides.</p> <p>Consideration about whether special arrangements need to be put in place for key Stage tests in line with Standards and Testing Agency (STA) guidance</p>	<p>Ensure effective interventions are in place to meet the needs of all pupils.</p> <p>Classrooms are organised to promote the participation and independence of all pupils.</p> <p>Continue to ensure the school develops children's awareness of disability.</p>	<p>SENDCo to monitor current interventions and their success/impact on progress. Provision mapping to be used across all classes.</p> <p>SLT to monitor planning and teaching.</p> <p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Discuss at appropriate level through PSHE session/SEAL work.</p>	<p>SLT/SENDCo/Maths and English Subject Leaders</p> <p>SLT</p> <p>All staff</p>	<p>Half-termly during PPI</p> <p>Termly Subject Leader reports</p> <p>On-going</p> <p>On-going</p>	<p>Interventions are short term and there is a measurable impact on learning.</p> <p>Pupils are confident, self-assured learners. Their independence and learning behavior have a strong, positive impact on their progress.</p> <p>Children show respect for others and have an age appropriate awareness of disability.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Ground floor suitable classrooms • Resources at wheelchair accessible height 	<p>Ensure all corridors are clear of obstructions.</p> <p>Ensure Disabled car parking is free of obstructions.</p> <p>Ensure entrances and exits (including emergency exits) are clear and accessible.</p>	<p>Regular checks by Caretaker and building custodian of the areas.</p> <p>Immediate removal of obstructions</p>	<p>All staff</p> <p>Caretaker and building custodian</p> <p>Caretaker and building custodian.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Modifications may be made to the school building and classrooms to improve access. (If necessary and reasonable).</p>

		<p>School has raised work request for a refurbishment of an existing toilet to convert to Disabled toilet and changing facilities.</p> <p>School has raised a work request for the construction of a ramp at the entrance of the school.</p>	<p>The construction of disabled toilet and entrance ramps to various locations.</p>	<p>DCYP for approval, CSP for completion and school Chase up of the TPW.</p> <p>School will allocate a site escort for any persons with disabilities whilst on school premises (for emergency evacuation purposes)..</p>		
<p>Improve the delivery of information to parents/carers and pupils with a disability.</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Internal signage. • Large print resources. • Pictorial or symbolic representations. • Website indicates large print documentation (available on request). • Careful class seating plans 	<p>Ensure parents/carers and pupils with a disability have equal opportunity to access information from and within school.</p>	<p>Ensure all signage is clear and large prints documents are available as required.</p> <p>Ensure that all staff are aware of any parents/carers/children and visitors with hearing loss and are dealt with sensitively and spoken to clearly, facing them, should lip reading be necessary. Use of text messages when appropriate.</p>	<p>SLT/Administrative staff/SGC</p>	<p>On-going</p>	<p>Parents/carers, pupils and visitors to the school are able to access information.</p>

Monitoring arrangements

This document will be reviewed every **6 months**, but may be reviewed and updated more frequently if necessary.

It will be approved by Headteacher of King Richard School and the SGC.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy;
- Health and safety policy;
- Equality information and objectives (public sector equality duty) statement for publication;
- Special educational needs (SEN) information report;
- Supporting pupils with medical conditions policy.

