



Accessibility Policy and Plan

Responsibility	Finance & Resources	
Ratification date	30 11 2021	
Review cycle / date	3 (policy) 1 (plan)	Autumn 2022
Reference	020/2	
Updated	15 11 2021	

1. The Richmond upon Thames School (RTS) Policy Statement

RTS is committed to providing an accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual; emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

RTS plans, over time,¹ to ensure the accessibility of provision for all students, staff and visitors to the school. An accessibility plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. This is in keeping with the definitions of reasonable adjustment as outlined in the Equality Act 2010.
- Increase access to the curriculum for students with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that students with a disability are as equally prepared for life, as are the able bodied students; (if a school fails to do this they are in breach of the Act). This covers 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 covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
- Information about our Accessibility Plan will be published on the school website.
- The plan will be monitored by the Head Teacher and the Trust Board of The Richmond upon Thames School
- It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

¹ RTS permanent accommodation on the REEC site is fully accessible

2. Roles and Responsibilities

2.1. Trustees

The trust board is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of all students and the wider school community.

The trust board takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible. The trust board ensures that no child is discriminated against on account of any disability and that all students have equal opportunity to all aspects of the learning experience.

2.2. Head Teacher and Leadership Team

The Leadership Team is responsible for implementing, communicating and monitoring the impact of the Accessibility Policy and Plan.

The Leadership Team promote equality of opportunity when developing the school site, the curriculum and in all forms of communication.

2.3. Staff

All staff will ensure that all students are treated fairly, equally and with respect, and maintain awareness of the Accessibility Policy and Plan.

All staff will strive to provide material with positive images of people who may be considered disabled.

All staff will challenge incidents of prejudice and pass on serious incidents for the attention of LT.

They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

2.4. Students and Parents

Students will be made aware of how the Accessibility Policy and Plan applies to them via appropriate updates on the development of the school site, the curriculum and communications.

Students (via Year and School council and other feedback systems) will have the opportunity to discuss and feed into the development of the school in general and specifically as related to the Accessibility Policy and Plan.

3. Accessibility Action Plan (updated annually)

Objectives	Actions	Update Nov 2021
<p>Ensure access to the physical environment of the school, adding specialist facilities as necessary</p>	<p>Conduct accessibility survey every three years and complete follow-up actions</p> <p>Main circulation routes to be accessible to a wheelchair user</p> <p>Maintain clear circulation of walkways between buildings</p> <p>Provision of any specific equipment required such as specialist chairs and adaptation to computer equipment</p>	<p>Access Audit (July 2019)</p> <p>Follow-up actions: Improved access for independent wheelchair users by fitting electronic openers to the following door sets:</p> <ol style="list-style-type: none"> 1. Entrance / exit by music room 2. Entrance / exit by DT room 3. Entrance / exit beside dining to canopy area
<p>Ensure access to the curriculum for students with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that students with a disability are, equally, prepared for life as are the able-bodied students</p>	<p>Ensure students who fall within the nationally recognised 10% of students who are likely to be exempt from being expected to engage with the EBACc (SEND students with significant learning needs) have access to a broad and balanced alternative curriculum that ensures progressive future learning pathways</p> <p>Continue to embed learning from staff CPD to ensure equal access to learning for all disabled students, therefore, ensuring progress is at least equal to national averages across all benchmarking</p> <p>Ensure all staff understand and develop a range of reasonable adjustment strategies</p>	<p>SEND Information Report (updated 13 07 21)</p> <p>SEND policy (updated 13 07 21)</p> <p>Staff CPD (INSET, twice weekly training, staff bulletin) core topic: SEND focused strategies</p>
<p>Make reasonable adjustments to the delivery of written information to students, staff, parents and visitors with disabilities</p>	<p>Make available all key publications in large print or other formats when requested. Where parents or other stakeholders are known to have a disability offer alternative appropriately formatted written information or oral communications</p> <p>Maintain a confidential register of core stakeholders and staff with disabilities so as to proactively offer support through reasonable adjustment.</p>	<p>Communications policy (updated 14 07 20)</p> <p>Disability Policy (updated 18 12 20)</p>