



# Accessibility Plan

Responsibility	Finance & Resources/Full Trust Board	
Status	Statutory	
Ratification date	17 12 2024	
Review cycle / date	3	Autumn 2 2027
Reference	020	

## 1. The Richmond upon Thames School (RTS) Accessibility 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,<sup>1</sup> 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. The [action plan on page 3](#) of this document shows how the school will address the priorities identified in the plan.

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<sup>1</sup> 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 Senior Leadership Team (SLT)**

The SLT is responsible for implementing, communicating and monitoring the impact of the Accessibility Plan.

The Leadership Team promotes 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 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 SLT.

They will know the implications of the accessibility plan 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 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 Plan.

### 3. Accessibility Action Plan

Objectives	Actions	Update
Ensure access to the physical environment of the school, adding specialist facilities as necessary	<ul style="list-style-type: none"> <li>● Conduct accessibility survey every three years and complete follow-up actions</li> <li>● Main circulation routes to be accessible to a wheelchair user</li> <li>● Maintain clear circulation of walkways between buildings</li> <li>● Provision of any specific equipment required such as specialist chairs and adaptation to computer equipment</li> </ul>	<p><a href="#">Access Audit</a></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"> <li>1. Entrance / exit by music room</li> <li>2. Entrance / exit by DT room</li> <li>3. Entrance / exit beside dining to canopy area</li> </ol>
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 as, equally, prepared for life as are the able-bodied students	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Ensure all staff understand and develop a range of reasonable adjustment strategies</li> </ul>	<p><a href="#">SEND Information Report</a></p> <p><a href="#">SEND policy</a></p> <p>Staff CPD (INSET, twice weekly training, staff bulletin) core topics</p>
Make reasonable adjustments to the delivery of written information to students, staff, parents and visitors with disabilities	<ul style="list-style-type: none"> <li>● Make all key publications available in large print or other accessible formats upon request</li> <li>● Where parents or other stakeholders are known to have a disability, offer appropriately formatted written information or oral communication as an alternative</li> <li>● Maintain a confidential register of core stakeholders and staff with disabilities to proactively offer support through reasonable adjustments</li> <li>● Parents' newsletters and staff bulletins are accessible and adaptable for diverse needs, and make use of tools such as auto-translation and assistive technologies</li> </ul>	<p><a href="#">Communications policy</a></p> <p>Parents' newsletter and staff bulletin in a consistent and accessible format, fully responsive to assistive technological supports e.g.</p> <p>Parents' newsletter and staff bulletin in a consistent and accessible format, fully responsive to assistive technological supports, e.g., compatibility with screen readers, text-to-speech software, and built-in translation tools, as well as features that allow for adjustable text size and high-contrast modes.</p>