



# Accessibility Policy and Plan

|                     |                                 |             |
|---------------------|---------------------------------|-------------|
| Responsibility      | Finance and Resources Committee |             |
| Ratification date   | 11 06 2019                      |             |
| Review cycle / date | 1                               | Summer 2020 |
| Reference           | 020/2                           |             |
| Updated             | 17 05 2019 25 09 2019           |             |

## 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,<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 DDA). 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, text books 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 Headteacher 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.

---

<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. Headteacher 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

| Objectives   | Actions  |
|--|--|
| Ensure access to the physical environment of the school, adding specialist facilities as necessary | Conduct accessibility survey and complete follow-up actions<br>Maintain clear circulation of walkways between buildings<br>Provision of any specific equipment required such as specialist chairs and adaptation to computer equipment |

|  |  |
|--|--|
| <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 as, 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>Develop provision of CPD for staff to ensure equal access to learning for all disabled students therefore ensuring progress is at least equal to national</p> <p>Ensure all staff understand and develop a range of reasonable adjustment 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 like formats as 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>   |

## Appendix 1 - Accessibility Audit

## The Richmond Upon Thames School

### Access Audit

This is a purpose-built 3 storey school building which accommodates The Richmond Upon Thames School (RTS) as well as Clarendon Secondary Centre and Capella House, which are special schools within The Auriga Trust. The building sits within a mixed use campus, which is currently only partially developed. Richmond College (RuTC) is directly next door and will move into a new building adjacent to RTS during 2019/20.

The building has a central atrium and multipurpose hall and drama studio, with a variety of classrooms and facilities over three floors. There is a conference room used for meetings on the ground floor. There are no specific WCs for visitors or staff but there are wheelchair accessible WCs on the first and second floors which are used for this purpose. There is a passenger lift and a central staircase accessed directly off the atrium, neither of which may be used in an emergency. There are two further staircases which are used by students both for general access and by all building users for emergency egress. All visitors report to the reception, for safeguarding purposes. This provides an opportunity to offer assistance if required and to ascertain whether a visitor can access and leave the building independently. Students enter the school through separate doorways, one to the front of the building and one to the rear.

The building has been designed in the spirit of the Equality Act 2010 and the whole environment aims to be universally accessible. There are many accessible features, for example the science rooms and cookery room have adjustable height desks for a student using a wheelchair. Each school faculty also has an adjustable height desk. There are two wheelchair accessible WCs with some excellent features, also, the students' WCs all feature one outward opening cubicle, which would greatly assist someone with an ambulant disability. However, these have not been fitted with the grab rails required by Part M of building regs.

The building provides step free access throughout. Corridor widths are generous and there is good colour contrast throughout the building. The high level of natural light in the central atrium has the effect of making the other areas seem darker in comparison, however they are a reasonable level - 500 lux in office spaces and 200+ lux in corridors. The major barriers to access are encountered on the approach to the building. Improvements to the entrance arrangements will significantly improve the building's overall accessibility.

It is recommended that the school will improve access for disabled students, staff and visitors by conducting an audit every three years and consulting with current building users at least annually, to ensure that the school is making reasonable adjustments to improve access for current and future building users. This audit covers RTS only and considers the general physical accessibility for students and visitors. It is intended to provide an overview of the main barriers to access. Further adjustments should be made if required by a specific pupil or member of staff. Summary of recommendations:

1. External approach: Signage should be improved at the pedestrian gate. Preferably instal a school sign at high level to be seen from a distance along Egerton Rd.
2. Entrance gates: Small signs are needed on the entry buzzers indicating school name and simple instructions: eg. 'RTS - press button to request entry'.
3. Website: include access arrangements for disabled visitors. Investigate the possibility of designating the entrance gate from Clarendon School as the wheelchair accessible entrance for RTS.
4. Reception: Signage should include the school name. Consider access through lowered section. Locate portable induction loop on counter.

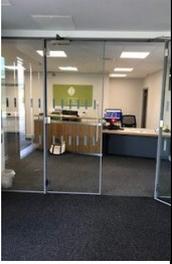
Recommendations:

- 1 Immediate Priority
- 2 Medium Priority (include in maintenance schedule or when budget allows)
- 3 Lower Priority (address barrier as and when required)

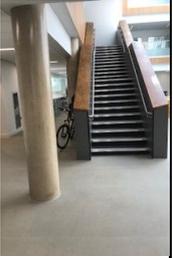
| Feature                             | Level    | Description   | Recommendation  | Priority | Image   |
|-------------------------------------|----------|---|---|----------|---|
| <b>Transport &amp; Approach</b>     | <b>G</b> | The school is a short distance away from many bus stops on Whitton Road and is in walking distance from Twickenham train station.   | This information is advertised on the school website.   | -        |   |
| <b>On street parking</b>            | <b>G</b> | There are some pay and display parking bays within 20m of the entrance.   | This information is advertised on the school website.   | -        |   |
| <b>Car Park</b>                     | <b>G</b> | The dedicated staff and visitor car park is accessed off the A316 (westbound only).   | Publicise this information on the school website.   | 1        |   |
| <b>Car Park</b>                     | <b>G</b> | There are no accessible parking bays for blue badge holders.  | Accessible parking for RTS is currently provided in the Clarendon School car park. This is likely to be a reasonable solution at present.                         | -        |   |
| <b>Drop off and street approach</b> | <b>G</b> | There are only intermittent dropped kerbs and none directly outside the main pedestrian entrance: the kerb directly in front of the pedestrian gates is 13cm high. There is very limited opportunity for vehicle drop off and this is discouraged by yellow hazard lines. | It is understood that an application has been made for a dropped kerb outside this pedestrian entrance. Continue to manage dropping off outside the school gates. | 3        |  |
| <b>Drop off and street approach</b> | <b>G</b> | Double gates are held open for students at the start and end of the school day and this is managed by staff.  | Continue to manage student arrival and departure.   | -        |   |
| <b>Entrance signage</b>             | <b>G</b> | One large entrance signage is visible from the A316 but there is no signage visible to pedestrians approaching from Egerton Road.   | Improve RTS signage at the main pedestrian entrance.  | 1        |   |

|  |          |  |  |   |   |
|--|----------|--|--|---|---|
| <b>Approach from Car Park</b>              | <b>G</b> | The wide pedestrian approach to the school from the car park is a gentle gradient but measures over 70m in length. This is a substantial distance to cover in a wheelchair or for someone with an ambulant disability.   | Publicise this information on the school website and suggest alternative route if required.  | 1 |    |
| <b>Security gate from Car Park</b>         | <b>G</b> | The buzzer is at 140cm AFL (above floor level). The gate has a clear opening width of 107cm. The buzzer is located on the right handside of the gate, which is the hinged edge. There is no handle, but the open grill of the gate makes it possible to pull the gate to open inwards. A force of 15+Newtons is required to open the gate, which falls shut. | The car park is for staff use only. However, some efforts should be made to increase accessibility for visitors. The buzzer is at the upper range of accessibility for a wheelchair users and having the gate open from the opposing side is awkward. A solution should be sought when possible. | 2 |    |
| <b>Security gate from Pedestrian gate</b>  | <b>G</b> | The buzzer is at 140AFL. There is a slight camber to the pavement which would make it hard for a manual wheelchair user to use the buzzer. The gate opens away from the visitor. On the day of the audit the gate was sticky and required significant force to open.   | If this is the primary entrance for visitors it would benefit from access improvement. In the meantime, see below.   | 1 |   |
| <b>Entrances</b>                           | <b>G</b> | Neither the gate from the car park nor the pedestrian gate currently provide a good level of access for an independent wheelchair user.  | It is recommended that visitors with access requirements are encouraged to call the school office before arrival, so that they can be directed to the most suitable entrance.  | 1 |   |
| <b>Security gate from Clarendon School</b> | <b>G</b> | The buzzer is at 140cm AFL and there is a clear opening width of 160cm. The door has an automatic opener.  | This gate provides better accessibility than the other two RTS gates due to having an automatic opener, the location of the dropped kerb and also the vicinity of the school office which is manned during school hours and which has a clear line of sight to the gate.                         | - |  |
| <b>Student site entrance</b>               | <b>G</b> | Students enter the site through wide gates adjacent to the pedestrian  | No action recommended.   | - |   |

|   |          |   |  |   |  |
|---|----------|---|--|---|--|
|   |          | gate described above. These are held open and manned by staff at the start and the end of the school day. At other times, students need to be admitted via the pedestrian gate described above.   |  |   |  |
| <b>Student building entrance(s)</b>     | <b>G</b> | Students enter the school through two different sets of double doors, one at the front and one at the rear of the building. These doors provide a good level of access, with clear opening width of 85cm each, a chamfered threshold and manifestations at 100cm and 150cm AFL. The doors are held open and manned by staff at the start and the end of the school day. | No action recommended.   | - |   |
| <b>Main Entrance</b>                    | <b>G</b> | The buzzer for the Clarendon entrance gate is mounted on a column close to the RTS entrance. The colour contrast between column and floor is considered to be sufficient but if the need arises, contrasting tape could be added at 100cm and 150cm AFL. There is a further column closer to the doorway, which might be a hazard in glare.                             | In bright sunshine, the contrast from outside (1000 lux) to the covered area outside the entrance doors (350lux) could make the column a potential hazard. Monitor in use. | 3 |  |
| <b>Main Entrance door</b>               | <b>G</b> | The glass doors into the lobby are automatic and provide a clear opening width of 180cm. There are manifestations at 100cm and 150cm AFL. The lobby provides generous circulation space and there is a good level of lighting and good colour contrast between walls and floors.  | No action required.  | - |  |
| <b>Entrance lobby door to reception</b> | <b>G</b> | The double glass doors from the lobby to reception have looped door handles positioned 90cm AFL. A single door  | Although the doors are manual they are not heavy and the handle is at an accessible height. It is reasonable that  | 3 |  |

|                               |          |  |  |   |   |
|-------------------------------|----------|--|--|---|---|
|                               |          | provides a clear opening width of 90cm, and open outwards. There is a clear line of sight to the reception desk.   | assistance can be provided if required. Monitor in use.  |   |   |
| <b>Entrance and reception</b> | <b>G</b> | Although the RTS leaf motif and motto are visible, the signage at reception does not include the school name.  | Given the number of different buildings on the campus, signage which states the school's name is recommended.  | 1 |    |
| <b>Entrance and reception</b> | <b>G</b> | The reception counter is at two levels: 110cm AFL and also 75cm AFL, and the lower section has knee space underneath which would be required for wheelchair users. The lowered section is kept clear. The inventory signing in system is height adjustable. There was no induction loop visible.   | The counter provides a good level of accessibility. It is recommended that a portable induction loop is kept at reception, for use by hearing aid users, and that reception staff are trained how to use it. | 1 |    |
| <b>Main School Office</b>     | <b>G</b> | Reception, the student medical room and the general office are accessed via a single door with 85cm clear opening width and a vision panel and handle as pictured. The main office has flexible seating/desks and plenty of circulation space. There is a good level of natural light (500 lux on day of audit, which meets CIBSE recommendations for prolonged work on computers etc) and the windows are fitted with blinds to avoid glare. An internal window (just seen) makes it possible to see visitors at reception. | No action recommended.   | - |  |
| <b>Entrance and reception</b> | <b>G</b> | The waiting area provides adequate circulation space and seating is positioned against the walls.  | All seating is low level - ideally there should be some standard height chairs with arms. This would be more accessible for people with ambulant disabilities. Monitor in use.                               | 3 |  |

|                                      |          |  |  |   |   |
|--------------------------------------|----------|--|--|---|---|
| <b>Atrium / Dining</b>               | <b>G</b> | The atrium is the dining hall as well as being the main circulation space on the ground floor. The atrium extends over all three floors. It has good levels of natural light and there is sufficient colour contrast between furniture and floor to avoid trip hazards. Seating areas are clearly defined. In the catering area, tray rests are at an accessible 80cm AFL. | No action required.  | - |    |
| <b>Hall</b>                          | <b>G</b> | Assemblies, performances and events take place in this flexible space. The hall is accessed from ground floor level and has retractable seating, with space at the front for wheelchairs. There is no step free access to the top of the seating. An induction loop has been installed, but this was not evident at time of audit.   | Publicise the presence of the loop and ensure that it is tested regularly. | 1 |    |
| <b>Conference Rm</b>                 | <b>G</b> | Meetings with parents, visitors or trustees take place in this room. It is accessed through a single door with a clear opening width of 85cm. There is no visitor WC on the ground floor. Access to the accessible WC on the first floor is by the atrium staircase or lift.   | No action recommended.   | - |  |
| <b>Specific feature: Cookery Rm</b>  | <b>G</b> | There is a height adjustable desk with fitted induction hob, making the cookery class accessible to a student in a wheelchair.   | No action recommended.   | - |  |
| <b>Specific feature: Science Lab</b> | <b>2</b> | There is a height adjustable desk in each science lab, making the science class accessible to a student in a wheelchair.   | No action recommended.   | - |  |

|  |            |  |   |   |   |
|--|------------|--|---|---|---|
| <b>Specific feature: classroom desk</b>        | <b>all</b> | There is one height adjustable desk for each of the other faculties (eg English, Maths).   | No action recommended.  | - |   |
| <b>Horizontal Circulation - column</b>         | <b>G</b>   | There is a single polished concrete column almost directly in line with the main entrance doors and the atrium staircase. The column is the same colour as the floor. The lack of colour contrast and location on an access route mean it could be hazardous to someone with low vision. | Monitor in use but consider applying some form of colour contrast at heights of 100cm and 150cm AFL to increase its visibility. | 2 |    |
| <b>Horizontal Circulation - corridors</b>      | <b>all</b> | The building's corridors are wide, unobstructed and well lit. The carpet has an even texture and colour and there is good colour contrast between floors, walls and doors.   | No action recommended.  | - |    |
| <b>Horizontal Circulation - doors</b>          | <b>all</b> | Double doors separate the different areas. There are held open on magnets when in use. A single door has a clear opening width of 90cm and all doors have vision panels from 50cm to 185cm AFL. Closed loop door handles begin at 100cm AFL. All doors have finger guards as standard.   | These doors provide a good level of accessibility. No action recommended.   | - |   |
| <b>Vertical Circulation - Atrium Staircase</b> | <b>All</b> | This staircase is used by visitors and staff only. There is a good colour contrast between the carpet and nosings. The stairs are 133cm wide. The round handrails have closed ends, and are at 85cm above step level.  | No action recommended.  | - |  |

|  |            |  |  |          |   |
|--|------------|--|--|----------|---|
| <p><b>Vertical Circulation Student Staircase 1.</b></p>            | <p>All</p> | <p>Students use one of two identical staircases. The handrails have closed ends and are at 85cm above step level. The clear width between handrails is 140cm. There is good colour contrast between carpet and nosings and a good level of lighting.</p>   | <p>No action recommended.</p>  | <p>-</p> |    |
| <p><b>Vertical Circulation - Lift</b></p>                          | <p>All</p> | <p>There is a passenger lift which is accessed directly off the main circulation corridors. The lift requires a pass to operate it. The lift internal size is 145cm x 110cm. The doorway is 90cm wide. The buttons are at 95cm and the sensor pad is at 115cm AFL.</p>   | <p>The lift is an acceptable size for a single wheelchair user.</p>  | <p>-</p> |    |
| <p><b>Wheelchair Accessible WC – L1 (staff and visitor WC)</b></p> | <p>1</p>   | <p>The space measures 220cm x 150cm and has accessible fittings (paddle flush, lever tap, wall mounted hand drier) which have been appropriately located. There is an alarm which, when activated, sounds both in the cubicle and at the panel in the lobby directly in front of the reception desk. This is the same panel which indicates activation of refuge call points. The reset button is clearly indicated at 115cm AFL in the transfer space by the side of the pan.</p> | <p>This facility has been fitted out to meet the requirements of building regulations. It should be ensured that its use as a visitor/staff facility should not be allowed to restrict its availability to any wheelchair users.</p> | <p>-</p> |   |
| <p><b>Wheelchair Accessible WC - L2 (staff and visitor WC)</b></p> | <p>G</p>   | <p>The space measures 220cm x 150cm and has accessible fittings (paddle flush, lever tap, wall mounted hand drier) which have been appropriately located. There is an alarm which, when activated, sounds both in the cubicle and at the panel in the lobby directly in front of the reception desk. This is the</p>   | <p>This facility has been fitted out to meet the requirements of building regulations. It should be ensured that its use as a visitor/staff facility should not be allowed to restrict its availability to any wheelchair users.</p> | <p>-</p> |  |

|  |              |   |   |   |   |
|--|--------------|---|---|---|---|
|  |              | same panel which indicates activation of refuge call points. The reset button is clearly indicated at 115cm AFL in the transfer space by the side of the pan.   |   |   |   |
| <b>Student WCs</b>                               | <b>All</b>   | There are separate facilities for male and female students on each level, opening directly off the atrium space. The fittings are standardised and include accessible features such as push taps, basins at 80cm AFL, wall mounted hand driers, thumb turn locks on doors at 105cm, hooks at an accessible height of 140cm AFL. The cubicles measure 85cm x 150cm as standard. There is an excellent level of lighting and colour contrast. | No action recommended.  | - |    |
| <b>Student WCs - ambulant cubicle</b>            | <b>G/1/2</b> | One cubicle in each set of WCs measures 88cm x 150cm and has an outward opening door, with a closed loop handle at 65-105cm AFL. This provides a greater level of access for a student with ambulant disabilities.  | The door opening outwards is an accessible feature but this is not truly an 'ambulant' cubicle as it lacks the grab rails on door and wall. It is recommended that these accessible features are added as required.                                 | 1 |  |
| <b>Wayfinding, communication and information</b> | <b>All</b>   | The floors are colour coded (yellow, green and blue) and large coloured signs indicate the floor level in the student staircases. The central atrium space helps with orientation. Doors indicate the room number in the relevant colour. Any temporary signage should be as accessible as possible.  | Temporary signage should use sentence case lettering instead of all upper case. Capital letters are harder to scan by people with low vision or learning difficulties. Avoiding the use of glossy laminates will also reduce confusing reflections. | 3 |  |
| <b>Staff Equality &amp; Awareness</b>            | -            | The building provides a good level of access and the remaining access restrictions can be overcome by management solutions. Staff disability awareness training will ensure that visitors and/or  | All front of house (office) staff should have disability equality and awareness training, specifically including Deaf Awareness. Care should be taken to include invisible disabilities.  | 2 |   |

|   |            |   |   |   |   |
|---|------------|---|---|---|---|
|   |            | parents do not face inadvertent discrimination by staff failing to anticipate likely access needs.  |   |   |   |
| <b>Fire Safety and Emergency Egress - refuges</b>           | <b>All</b> | In the event of a fire, the atrium staircase and lift may not be used. There are designated refuges on levels 1 and 2 on each of the two staircases, which are safely out of the way of the stairs themselves. Evacuation chairs are wall mounted and covered.        | Emergency evacuation arrangements for people requiring assistance must be addressed by PEEPS, ensuring that individual pupils/staff/ have a personal evacuation plan in place and that visitors' likely evacuation needs are anticipated. There should be training for those expected to operate the evacuation chairs. | 1 |  |
| <b>Fire Safety and Emergency Egress - refuges</b>           | <b>All</b> | There is two-way communication between the refuges and the communication panel at the front entrance. There is a telephone for staff to speak directly to the person in the refuge. The telephone is locked and the key held by the facilities manager and assistant. | It is suggested that a key is also held at reception.   | 1 |  |
| <b>Fire Safety and Emergency Egress - accessible alarms</b> |            | The fire alarm is audible throughout the building. Flashing alarms are also visible in specific areas such as the accessible WCs. This is essential for hearing impaired building users.  | Students, staff or visitors with hearing deficiency should be provided with a vibrating pager, if required.   | 1 |   |