



Accessibility Plan

22-23

Approved by:	Trust Directors	Date:	Spring 2023
Last reviewed on:	Spring 2023		
Next review due by:	Spring 2024		

Aims of the Accessibility Plan

This plan outlines how St Richard’s VC Academy aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the trust must have regard to the need to allocate adequate resources in the implementation of this strategy.

St Cuthbert’s Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils’ parents.
- The headteacher and other relevant members of staff.
- Trust directors.

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Curriculum

St Richard’s accesses and liaises with external agencies to ensure that we have relevant up to date information that can help us to provide the best support to enable all pupils to participate in the school curriculum. This encompasses teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities and school visits. St Richard’s provides all pupils with a broad, balanced and relevant curriculum differentiated and adjusted to meet the needs of the individual pupil. The school aims to:

- set suitable learning challenges
- respond to pupils’ diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils
- provide pastoral support for vulnerable pupils

Physical Environment

St Richard’s endeavours to seek provision of specialist or auxiliary aids and equipment to assist pupils in accessing the curriculum in a reasonable time frame. The school takes account of the needs of pupils and visitors with physical and sensory impairments when planning and undertaking future improvements of the school, such as improved access, lighting, accessible facilities and fittings, acoustics treatment and colour schemes.

Information

St Richard’s is aware of local services, including those provided by the local authority, for providing information in alternative formats and will liaise with such services as and when required or requested. Account of pupils needs is taken and staff are aware of pupils who may need access to information this could include:

- simplified instruction
- audio instruction
- electronic format enabling large print or different fonts

Whole school training recognises the need to continue raising awareness for staff on equality issues with reference to the Equality Act 2010.

Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments are used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments are specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability is an ongoing process throughout the pupil’s time at St Richard’s.

Charging Arrangements for Making Reasonable Adjustments

St Richard’s will not make any charges as it is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

The accessibility audit

The trust will undertake a regular Accessibility Audit.
The audit will cover the following three areas:

- **Access to the curriculum** – the trust will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the tust will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the trust will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
 1. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
 2. All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents.
 3. The actions that will be undertaken are detailed in the following sections of this document.

School Accessibility Checklist

Car park		Playground and field	
Does the school car park have wheelchair access (dropped kerbs) to the pavement?	Yes	How many formal hard play areas does the school have?	2 + 1 in EYFS

How many disabled parking bays do you have?	3	Do the hard play areas have level or ramped access?	Yes
		Does the school have its own playing field with level or ramped access?	Yes
		Does the school have an offsite playing field with level or ramped access?	No

General site access		Toilets / Hygiene rooms	
Is there level or ramped access to the main school building which is suitable for a wheelchair?	Yes	Does the school have any accessible toilets and if so, how many?	1
Does the main school entrance have power assisted doors?	No	Do you consider the accessible toilets to be of an appropriate standard	Yes
Are there any other doors in the school with powered openers?	No	Does the school have a hygiene room with shower?	No Shower in EYFS
How many classrooms does the school have in total?	13	Do you consider the hygiene room to be of an appropriate standard / compliant based	Yes
How many of these classrooms are accessible from the main entrance to the school building?	all	Are any of your accessible toilets / hygiene rooms equipped with height adjustable changing beds ?	No
How many classrooms are in external accommodation? (e.g. Elliott/ Portakabin)	None		
How many of the external classrooms have ramped or level access suitable for wheelchair use?	N/A	Do you consider the accessible toilets to be of an appropriate standard / compliant based on note 1 below?	Yes
Hoists		Specialist teaching equipment	
Does the school have any hoists and if so how many?	No	Does the school have any height adjustable desks?	No
Which rooms are the hoists situated in?	N/A	Does the school have any height adjustable science / DT equipment such as food technology?	No
Are the hoist(s) any of the following:	N/A	If yes to either of the above, please confirm which classroom types they are located in.	
Mobile (on wheels)			
Ceiling track hoist - fixed			
Ceiling track hoist – moveable (H track)			

Lifts		Hearing/Visual Impairment	
Does the school have any lifts which are either dedicated to wheelchairs or conventional passenger lifts, please confirm the type and number below:	Wheel chair	Does the school have any of the following and approximate quantity of each (all, some, none)	
Fold up / down wheelchair stair lift	Yes	Contrasting doorframes	Yes
Small vertical wheelchair platform lift (box type)	No	Coloured handrails	No
Conventional passenger lift	No	Coloured steps	No
Are any of the above not able to cope with the weight of a disabled person and their wheelchair causing breakdowns?	No	Tactile paving	Some
		Hearing loops	No
		Soundfield systems	No

Accessibility plan / strategy	
Does the school have an up to date Accessibility Plan?	Yes
Please confirm the date of the last time the plan was reviewed / adopted?	Jan 23

If you plan relates to more than one school site (MAT), do you have site specific action plans?	No
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Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Lift to be maintained	Site Facilities	By Ongoing	Lift reliable and available for daily movement	In line with current pupils needs
Handrails to be painted contrasting colour	Site Facilities	Easter 23	School more VI friendly	Improving accessibility of all
Termly learning support meetings to take place to assess and address pupil needs.	SENCO	Via annual EHCP assessment	Pupil needs reviewed and being addressed.	In line with pupils personal plans
Training for teachers on differentiating the curriculum for disabled children as required.	SLT	On going	Teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum.	Yes
Staff trained to meet individual medical needs of pupils where applicable.	SENDCO	Continuous	Staff completed training for specific needs. First Aid training monitored and updated Identified staff completed tube feed training	Epi pen training/tube feed training for relevant staff in line with pupil needs

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
To install electric gates controlled by admin office	Trust	Winter 23	The environment is safe and more accessible for all	

Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> Large print Braille Pictorial or symbolic representations 	SENCO/ IPASS	On going	Pupils have access to curriculum information and all other school information in a format that meets their needs Power point in yellow	
Ensure signage is suitable for non-readers, is clear and well situated	SLT	Spring 24	Pupils are able to navigate the school regardless of any disability	