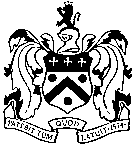
**THE RICHARD PATE SCHOOL**



**Accessibility Policy and Plan April 2021- 2024**

Ethos and aims

The Richard Pate School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School where achievable. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

**Legislation and guidance**

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make ‘reasonable adjustments’ for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School’s Special Educational Needs and Disability (SEND) Policy sets out the School’s policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School’s Special Educational Needs and Disability (SEND) Policy outlines the School’s provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

* increase the extent to which disabled pupils can participate in the School's curriculum. This includes 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 includes entry into the school.
* improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
* improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils’ disabilities and any preferences expressed by them or their parents.

The School recognises and values parents’ knowledge of their child’s disability and its effect on their ability to carry out everyday activities; we also respect the parents and child’s right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Safeguarding and Equality Opportunities Policy.

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

How the plan is constructed

The School’s Headmaster, SENDCo, Deputy Head Pastoral (DSL) and Bursar (alongside the SLT) will do the following:

1. review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. prepare the School's SEND policy
4. prepare the School's accessibility plan
5. review such plans and policies as necessary and at least on an annual basis.

In order to review the suitability of the plan, the School commissioned an Accessibility Audit (undertaken by Equality Act Audits in 2022); the resulting Accessibility Action Plan has been reviewed and key elements added. The Audit took into account:

* the School’s SEND Objectives
* Access to the building and facilities
* Access to the Curriculum; and
* Access to information.

How the plan is reviewed and monitored

The School's plan is reviewed annually or sooner if there is a change to the building or a need identified. The plan is then updated with adjusted time-frames where necessary. The school's Trustees are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

**Queries and complaints**

Any queries in relation to the Accessibility Plan should be directed to the Headmaster. The School’s Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

* SEND Policy
* Admissions Policy
* Behaviour Management Policy
* Health and Safety Policy
* Curriculum Policy
* Equal Opportunities Policy

**Next Review Date: April 2024**

**Aim 1 To increase the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum.**

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| Target | Strategies | Timescale | Responsibility | Success Criteria |
| To liaise with Nursery providers to review potential intake for September. | To identify pupils who may need additional or different provision. | July 2018/19/21 | PH | Procedures/equipment/  ideas set in place by start of new year. |
| Class teachers to liaise to assist with the handover of classes. | To identify pupils who may need additional or different provision. | July each year | All teachers | Procedures/equipment/  ideas set in place by start of new year. |
| To establish close liaison with parents | To ensure collaboration and sharing between school and families. | Ongoing | Head and all teachers. | Clear collaborative working approach. |
| To ensure full access to the curriculum for all. | * A differentiated curriculum * Use of interactive ICT equipment * Specific equipment sourced from occupational therapy. | Ongoing | SMT, SENCo, Teachers | Advice taken and strategies evident in classroom practice. |
| To ensure full access to the curriculum for all. | * CPD on specific needs and disabilities | Rotate update training to include dyslexia, dyscalculia, ADHD, ADD, etc | SENCo  Outside agencies/trainers  **All teachers** | Advice taken and strategies evident in classroom practice. |
| To ensure all children have access to the ICT curriculum. | No lift to first floor ICT suite. A class set of iPads available so lessons can be taken downstairs. | DONE | RM/LC/MG/DH | Two sets of ipads have been purchased. |
| Review of attainment of all SEN pupils. | SENCo/classteacher/subject teacher meetings | Termly | Class teachers  **SENCo with Deputy Head** | Progress made towards IEP targets. |
| To take account of variety of learning styles when teaching. | Use a variety of teaching styles/ activities planned. | Ongoing | Whole school approach. | Variety of learning styles and multisensory activities evident in the classrooms. |
| To enable all children to access school trips. | Risk assessments to include needs of children with disabilities. | Before each trip and ongoing | PC and trip leaders | All children able to participate. |
| To ensure staff are aware of the range of simple teaching aids to help children with disabilities. | Slot in staff meetings for SENCo | Ongoing | SENCo | A variety of teaching aids used in classes. |
| To provide withdrawal support and in class support. | Review needs termly. | Ongoing | NC/GS/JMH | Evaluate progress. |
| To provide laptops and dictation programs to support dyslexic and dyspraxic pupils. | Budget set and training for both staff and pupils. Make sure software installed where needed. | Ongoing | NC/DH | Use of these evident. |
| To provide ipads to support dyslexic and dyspraxic pupils. | Budget set and training for both staff and pupils. | Ongoing | NC/DH | Use of these evident. |
| To employ one to one support when required. | Meeting with SENCo and outside agencies who are involved with any child who has a EHC plan. | Ongoing | PH /GS/NC/RM/LC | Appropriate support staff employed. |
| To provide appropriate seats/beanbags /tables,etc | Assess individuals needs and take advice from outside agencies. | Ongoing | PH/GS/NC/RM/LC | Evaluate progress and usefulness. |

**Aim 2 To improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.**

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| Target | Strategies | Timescale | Responsibility | Success criteria |
| To make sure all written information is made accessible in different ways and formats for disabled pupils. | Assess individual needs.  Staff training on using equipment | Ongoing | SENCo and Teaching Staff  It is the teachers’ responsibility to make written information accessible with the support of the SENCo | Equipment and materials used successfully. Delivery of information to disabled pupils improved. |
| To make sure all written information is made accessible in different ways and formats for disabled pupils. | Assess individual needs.  Staff training. | Ongoing | SENCo and Teachers | Worksheets and information sheets produced in larger fonts, or different font colours or backgrounds. |

**Aim 3** **To improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.**

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| Target | Strategies | Timescale | Responsibility | Success criteria |
| Improve physical environment of the school. | The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises such as improved access and more accessible facilities and fittings. | Ongoing | SMT | Enabling needs to be met where possible. |
| To improve physical access into and out of the building. | Small steps down out of each classroom except Art, French and Science rooms. Would need a ramp if we had a wheelchair user although there is access through external doors. | As necessary | RM/LC | Portable ramps purchased that can easily be fitted when necessary. |
| To make sure all fire exits are wheelchair accessible. | Fire exits by 3A’s classroom and 5L’s classroom have a small step. Would need a ramp and training as part of fire safety. | As necessary | DH/LC | Successful use of the portable ramps purchased by the school when necessary. |
| To ensure children can move around safely in school. | Remind staff to keep corridors and doorways clear. Staff and monitors in place at end of sessions and breaks. Health and safety check carried out twice a year. | Ongoing | SMT/DH  staff | Corridors and fire exits kept clear. |
| To ensure all children can use steps into nursery safely. | A lower handrail to be fitted. | Done | TB | Handrail at correct height for children using it. |
| To improve external areas and movement around the buildings | Steps - The School will install hand rails where there are more than 3 risings  Nosings to steps painted with a contrasting colour.  When signage is replaced it will include upper and lower case letters. | Hand rail fitted on steps to Nursery from car park. Steps into Nursery to be considered.  Step nosings painted with contrasting colour | RM/LC | All steps and ramps with correct handrails and contrasting markings. |
| To improve the Schools Reception Facilities | Consider installing a portable hearing loop.  Provide a seat with a high back and arms | Ongoing | RM/LC | Seat with arms in situ.  Reception facilities with hearing loop and appropriate seating |
| To improve accessible toilet | Lower the hook, and declutter the toilet. | Done | RM/LC | Decluttered toilet, accessible to a wheelchair user |
| To improve internal signage | When replacing internal signage, ensure that it include upper and lower case lettering and consider adding Braille. | Ongoing | RM/LC | All signage in upper and lower case |
| To improve disability awareness | Provide training to staff trustees and pupils | Ongoing | RM/LC | All staff Trustees and pupils trained in disability awareness. |