



St Richard's CE Primary School

Accessibility Plan

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| This policy was last reviewed: | Autumn 2023 |
| This policy will be reviewed again: | Autumn 2026 |
| This policy will be reviewed by: | Resources Committee |
| Statutory policy?: | Yes |
| Source: | Governing Body |

St Richard's CE Primary School

Accessibility Plan 2023-2026

Context

Under the Equality Act 2010 all schools are required to have an Accessibility Plan. The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The law means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' The definition of disability covers a wide range of conditions and pupils likely to be protected by the act are those with learning difficulties, physical disabilities, speech, language and communication needs, sensory impairments, ASD and ADHD along with a wide range of other conditions.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

Purpose of the Accessibility Plan

The purpose of this plan is to show how St Richard's CE Primary School intends, over time, to increase the accessibility of provision for all pupils and in particular to:

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

Attached is a set of action plans demonstrating current good practice and setting out future priorities and how they will be addressed by the school. We recognise the need to identify and source adequate resources for implementing the action plans and will review the plans annually.

This Accessibility Plan should be read in conjunction with the following documents;

- SEN Information Report
- Behaviour Policy
- Health and Safety Policy
- Equalities Policy
- Teaching, Learning and Curriculum Policy

Vision

St Richard's CE Primary School aims to be an inclusive school which responds successfully to the needs of the diverse community we serve. We aim to create a positive attitude towards disability and challenge perceptions, fostering a culture of awareness, tolerance and inclusion. We actively seek to remove barriers to learning and participation that can hinder or exclude individuals or groups of pupils. By offering a broad and balanced curriculum, setting high expectations and taking into account pupils' varied life experiences and needs we aspire that all pupils will achieve their full potential.

The Pupils

In order to prepare for pupils' needs we use a variety of sources to gather information prior to their starting our school, whether they start in nursery or join us later in their school life.

Current school data shows that we have pupils with the following needs;

Autism Spectrum Disorder, ADHD, , severe allergies, , asthma, eczema, respiratory difficulty, specific learning difficulty, speech and language difficulty, social, emotional and mental health needs, hearing impairment.

Strand 1. Improving Access to the Physical Environment

| Environment - Current Good Practice | | | | | |
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| Item | Practice | Further Action Needed? | Person Responsible | Timescales | Outcome |
| 1.1 | The school is single story throughout and has ramped access at the main entrance and to the swimming pool. | | | | All areas of the school building are accessible |
| 1.2 | The playground and school field are level and accessible to electric and manual wheelchair users. | | | | The playground and field are accessible. |
| 1.3 | Ramped access is provided to outdoor classroom | Maintenance and checks | School Business Manager | Ongoing | The outdoor classroom will be accessible to all. |
| 1.4 | Disabled toilet in school building with wet room and high/low changing bed. | Ensure servicing and maintenance checks are carried out. | School Business Manager | As per service agreement | Disabled pupils and adults have toilet facilities. |
| 1.5 | Disabled toilet and changing room in swimming pool with wet room and high/low changing bed. | Ensure servicing and maintenance checks are carried out. | School Business Manager | As per service agreement | Disabled pupils have toilet and changing facilities in the swimming pool. |
| 1.6 | Disabled toilet in playground | | | | Disabled pupils have toilet facilities outside |
| 1.7 | Ensure emergency evacuation procedures are handled in a way which is mindful of children with SEND PEEPS should be in place if required. | Children with SEND will be given advance warning of practise drills. Ear defenders are provided to those | SENCO/SBM/All Teaching Staff | Ongoing | Pupils with disabilities are able to evacuate safely in an emergency. |

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| | | <p>who experience distress. Exits are kept clear for children with disabilities.</p> <p>Where PEEPS are in place, they are kept up to date.</p> | | | |
| 1.8 | Automatic doors are installed at both ends of the Link Area | Ensure servicing and maintenance checks are carried out. | School Business Manager | As per service agreement | Wheelchair users can independently move around the school. |
| 1.9 | Thresholds to playground doors are smooth | | | | Disabled pupils can access the playground easily and independently. |
| 1.10 | Risk assessments are completed for disabled pupils and those with SEMH needs who may pose a risk to themselves and others on the school site. | Ongoing review as pupils' needs change. Risk assessments must be linked to behaviour plans and shared with class teams and parent/carers | SENCO | As needs change and on moving class | Pupils with disabilities and SEMH needs and those around them are kept safe. |
| 1.11 | Doors to classrooms have been widened to allow easy access to electric wheelchair users. | | | | Disabled pupils would be able to easily access classrooms. |

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| 1.12 | Outside areas to Reception and KS1 classrooms have been re-laid to facilitate wheelchair access. | | | | Disabled pupils can access outdoor learning. |
| 1.13 | Manual handling training is provided to any staff working with children who require support with transfers. | Training to be updated annually if required | SENCO | Ongoing annual updates | Staff will be kept safe when supporting disabled pupils. |
| 1.14 | Step stools and rails are provided in the disabled toilets | Review as needs change/child grows | SENCO liaising with OTs | Ongoing | Disabled pupils have access to toilet facilities. |
| 1.15 | All playground staff wear high visibility jackets. | | | | Visually impaired pupils can easily locate staff. |
| 1.16 | Blinds are fitted to windows in all classrooms to prevent light glare. | | | | All children will be protected from light glare and be able to see the whiteboard. |
| 1.17 | Standing height planters are installed in the vegetable garden. | | | | Disabled pupil can access gardening/ outdoor learning. |
| 1.18 | There is a disabled parking by in the school car park. | | | | People with disabilities will be able to park close to school to ensure access. |
| 1.19 | Pavement re-laid to hall door to provide wheelchair access to school and breakfast and after school club. | | | | Electric wheelchair users will be able to independently enter via the hall door. |
| 1.20 | All classrooms have smooth access to adjacent outside spaces. | | | | Disabled pupils will be able to access outdoor learning. |

| Environment – Further Action to be Taken | | | | | |
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| Item | Priority | Action | Person Responsible | Timescales | Review |

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| 1.21 | Ensure that moving around the school building and grounds is safe and easy for all children, families and visitors. | <p>Regular checks to ensure pathways are clear and trip hazards are removed.</p> <p>Audit signage and make action plan to update with consideration for visual impairment and learning difficulty</p> <p>Make map of the school available to visitors to help them navigate the school site.</p> <p>Consider adding coloured tape to the edge of any steps or doorways to support pupils and visitors with visual impairments.</p> | School Business Manager/SE NCO | <p>Ongoing</p> <p>Audit to be completed by July 2024</p> <p>Establish sites where this could be useful by July 2024</p> | |
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Strand 2. Improving Access to the Curriculum

| Curriculum – Current Good Practice | | | | | |
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| Item | Practice | Action | Person Responsible | Timescales | Outcome |

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| 2.1 | | | | | |
| 2.2 | Children with hearing impairment are seated at the front of the class, staff ensure they are facing the child at their level before speaking. Visual supports are needed and environmental noises are kept to a minimum. Children with hearing impairments are offered repetition and longer processing time. | SENCO to monitor and observe teaching and learning of hearing impaired children. | SENCO and Class Teachers | Ongoing | Children with hearing impairments will be able to access learning alongside their peers. They will understand instructions and tasks set by their teacher. |
| 2.3 | Height adjustable table is provided to pupil/s with ADHD to allow for standing | Ongoing monitoring and review | SENCO to liaise with OTs | Ongoing | Pupil/s will be able to attend to teacher input and complete tasks whilst standing. |
| 2.4 | Sit and move cushions are provided to support posture and reduce barriers for those with attention difficulties. | Class teachers to observe where needs are. | SENCO | Ongoing | Pupils will be helped to maintain good posture and to sustain attention. |
| 2.5 | Fiddle tools and resources are provided to children with attention difficulties, anxiety and sensory processing needs in order to support attention and reduce anxiety. | Teaching staff to request from SENCO Teaching staff to ensure child knows how to use them effectively to support attention. | SENCO | Ongoing | Children with attention needs and anxiety will be supported to access the curriculum and whole school events. |
| 2.6 | Sensory diet is available to identified pupils and movement breaks are incorporated into whole class lessons. | SENCO identifies needs SENCO to discuss individual children with OT at consultation clinic. SENCO to make | SENCO liaising with OTs | Ongoing | Children with sensory integration difficulties are able to self-regulate and increase their attention in the classroom. |

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| | | full referral to OT where indicated. | | | |
| 2.7 | Fine motor and handwriting interventions are delivered by support staff to identified children and groups. | SENCO identifies needs SENCO to discuss needs with OT at consultation clinic. Some children with EHCPs have OT in provision. | SENCO liaising with OT | Ongoing | Pupils will develop fine skills to enable greater access to the curriculum. |
| 2.8 | ADHD training has been provided to ensure all staff have an awareness of the condition and how to remove barriers to inclusion. | Continue to ensure measures are put in place to support individual pupils. | SENCO | Ongoing | All staff have an understanding of the condition and strategies to support pupils. |
| 2.9 | Workstations are provided where needed for individual pupils. | SENCO/Teachers to identify needs | SENCO liaising with class teachers | Ongoing | Pupils have access to distraction-free areas within school to enable them to focus and access learning. |
| 2.10 | Ear defenders are provided to pupils with sensory processing needs where necessary. | Teachers to observe and request ear defenders | SENCO | Ongoing | Children with sensory processing needs can access the classroom and whole school events without experiencing distress. |
| 2.11 | ASD training has been provided to whole school staff by SENCO. We draw on the expertise of our SALT, EP and AfC advisory teachers ensure an awareness of the condition and how to remove barriers to inclusion. | Continue to ensure measures are put in place to support individual pupils. | SENCO | Ongoing | All pupils with social communication needs will be supported with appropriate approaches to reduce barriers. |

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| 2.12 | Visual timetables are provided in all classrooms and personalised visual support such as 'now and next' is offered to individuals pupils where needed. | SLT monitoring of use of visual support | SENCO/SLT/Teachers | Ongoing | All pupils develop their understanding of routine, transition and change. Anxiety is reduced for those with ASD. |
| 2.13 | School SALT regularly assesses needs of pupils with speech, language and communication difficulties | SENCO refers pupils to SALT with parental consent | SENCO | Ongoing | Children with SLCN will be supported effectively to communicate and understand. |
| 2.14 | The school draws on advice from a wide range of external services including therapies, EP service, and inclusion service. | SENCO to make referrals as required | SENCO | Ongoing | Equipment, reasonable adjustments and recommendations are in place to support pupils. |
| 2.15 | Children have access to The Quiet Room which offers a space to calm down and re-set for children who experience SEMH needs | Maintain equipment and furnishing | SENCO | Ongoing | Quiet, relaxing space are available to pupils experiencing anxiety or distress. Nurture groups are run in school. |
| 2.16 | Teachers create 'safe spaces' within their classrooms for those children who can experience overwhelm. Resources such as 'self-soothe boxes' are in place for identified children. | Class teachers/SENCO to identify where this is required | SENCO | Ongoing | Children with significant SEMH needs have access to safe spaces and personalised resources to help them calm. |
| 2.17 | School has access to support for children with SEMH needs and their parents/carers by making referrals to the Riverbank Trust and to the Mental Health Schools Team (MHST) Children may be offered therapeutic intervention where appropriate. | SENCO to make referrals and follow up on any recommended actions | SENCO | Ongoing | SENCO makes ongoing referrals for children to access art/music therapy and for parents to access 1:1 sessions for resilience and anxiety. Whole class |

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| | | | | | programmes are run for resilience and anxiety. |
| 2.18 | The school makes applications for additional time and other access arrangements for KS1 and KS2 SATs. | SENCO/Year 6 Teacher | SENCO | January-May annually | Children are supported to access national statutory assessments. |
| 2.19 | Risk assessments and pre-visits are carried out prior to school visits and residential trips. | Pre-planning, risk assessments, communication with parents | SENCO/Class teachers | Ongoing | All pupils will be able to participate successfully in educational visits and school trips. |
| 2.20 | Sports days are inclusive and enable all pupils to participate. | Pre-planning | SENCO/PE co-ordinator/teachers | Ongoing | All pupils are able included fully in sports day and can experience success. |
| 2.21 | Staff are trained to work with children who have medical needs – | Medical Care Plans in place where needed Annual updates are provided to all staff by the school nurse on EpiPens and asthma | Family and Pupil Wellbeing Officer liaising closely with the school nurse | Ongoing | Pupils with medical needs are supported by staff who are trained to meet their needs. |
| 2.22 | Personalised visuals for identified pupils with SEMH The school has purchased Widgit Online to allow for efficient production of personalised visuals. | Identify needs Ensure visuals are in place to meet individual needs | SENCO/class teachers | Ongoing | Anxiety and emotional difficulties for pupils are reduced by adapting timetables to meet their needs. |
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| 2.23 | The school has purchased Learning Village, an online EAL programme to support children arriving with limited English to learn the language and to access curriculum topics | SENCO to allocate memberships, train staff and oversee implementation | SENCO/Teaching Staff | Review at December 2023 | Children with EAL will learn English more quickly and will better able to access the curriculum. |

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| 2.24 | The school has purchased 5 Clicker 8 Writer licenses so that children with fine motor difficulties and learning needs can record longer pieces of writing using word processing | Identify needs | SENCO | Review at December 2023 | Pupils with difficulties writing can use assistive technology to support written tasks. |
| 2.25 | Identified children with fine motor, handwriting needs and/or SpLD are taught touch typing using an online programme (usually Nessy Fingers) | Identify needs | SENCO | Ongoing | Pupils will develop effective functional keyboard and typing skills to enable them to write at length. |
| 2.26 | The school has introduced dyslexia friendly practises including a 'style guide', classroom checklist and literacy support resource boxes for each class. | Monitor dyslexia friendly practises across school. Review and update literacy support boxes | SENCO/SLT | Ongoing December 2023 | Pupils with SpLD/dyslexia will be able to access the curriculum and make good progress in reading and spelling. |
| 2.27 | School can make a referral to CENMAC where children need more specialist assistive technology to support learning and communication. | SENCO to observe/assess and make referral if indicated | SENCO | As required | Children with physical disabilities, severe SLCN or significant learning needs can be supported with specialist technology. |
| 2.28 | School regularly make applications for funding to allow children with SEND to have 1:1 support to access extra-curricular clubs | Parents to inform SENCO when their child wishes to attend a club, SENCO to make application | SENCO | Ongoing, termly | All children will be able to access a range of extra-curricular activities |

| Curriculum – Further Action to be Taken | | | | | |
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| Item | Priority | Action | Person Responsible | Timescales | Review |
| 2.29 | Reasonable adjustments to be made in after school club (e.g. inclusive games selected, encouragement to participate) so that pupils with disabilities can feel included. | 3 Bees to consider accessibility of provision including activities and games chosen. We have a new provider starting in Autumn 2023. | 3 Bees liaising with teachers, parents and SENCO | July 2024 | |
| 2.30 | Improved inclusivity of PE and sports lessons in school including for those children with SEMH, SLCN and hearing impairments | Ongoing monitoring of PE and sports lesson planning. We have a new provider starting in Autumn 2023. | SENCO/PE co-ordinator | Review by July 2024 | |
| 2.34 | Fully embed the EEF '5 a day' principles and Rosenshine principles of instruction into daily teaching practises to ensure that children with SEND make the best progress possible | SENCO to lead on AfC Quality First Teaching project 2023-24 Review appraisal system for support staff to include EEF self-reflection tool and targets from '5-a-day' to support academic progress for pupils with SEND. | SENCO | July 2024 | |

Strand 3. Improving Access to Information

Information – Current Good Practice

| Item | Practice | Action | Person Responsible | Timescales | Outcome |
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| 3.1 | Visual support is used at whole class and individual child level to support understanding of the school day, routines and learning. Task planners are used to help children understand and access tasks set by their teachers | Visual time tables Now and next EAL survival visuals Task planners | SENCO | Ongoing with regular reviews by SENCO/SLT | All pupils will be have a good understanding of school routines and expectations. They will be able to access learning tasks as independently as possible. |
| 3.2 | SEND Information report is published on school website with links to AfC Local Offer. SEND information report has been co-produced with parents and teachers | Review annually every September | SENCO | Annual review and update in September | All parents will be able to access information about how the school meets the needs of pupils with additional needs. |
| 3.3 | EHCPS and SEND Support Plans are in place for children with identified SEN. They are easily accessible to all staff working in each class. Reasonable adjustments are set out in both. All professional reports are copied to parents and class teams. | Monitor implementation of advice in SEN support plans and EHCPS | SENCO | Ongoing | Parents are informed about their child's needs and provision. Children have improved access to the curriculum. |
| 3.4 | Extended learning conversations are held three times each year involving parents and children to ensure pupil and family voice is heard. Parent and pupil views feed into future planning for the child. | SENCO to attend learning conversations wherever possible. | SENCO | Ongoing | The views, wishes and aspirations of parents and pupils are incorporated into planning for children's needs and EHCPS and |

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| | | | | | SEN support plans are co-produced. |
| 3.5 | All documentation relating to EHCP annual reviews is sent via secure email to parents and professionals. | | SENCO | Ongoing | |
| 3.6 | Where SEND is identified in a child with EAL, the school arranges for children to be assessed in their home language by making a referral to the Hounslow Language Service for a qualified assessor who speaks the child's home language. | SENCO to liaise with parent/carer to seek permission to refer | SENCO | As required | School staff will be able to establish underlying needs in children with EAL |
| 3.7 | Where needed, the school arranges for translators to be present in meetings so that parents can fully access the content of the meeting. | SENCO to secure translation services either through own staff team/parent body (with parental agreement) or booking an interpreter | SENCO | As required | Parents/carers will feel fully included in meetings about their child and be able to contribute through an interpreter. |
| 3.8 | Staff routinely support parents/carers to understand written documentation by explaining to them in person. This includes parents/carers who have EAL and those with other communication needs. | Staff to make time to support parents to understand written communication | SENCO | As required | Parents/carers will be able to understand the written information that is sent home. |
| 3.9 | Weekly newsletter is sent out promptly at a regular time to all parents. Newsletter is organised into easy to | Continue to consider how newsletter format | SLT/office staff | Ongoing | All parents will be able to access information in the newsletter. |

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| | access format with boxes to separate information. | can be made more accessible | | | |
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| Information – Further Action to be Taken | | | | | |
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| Item | Priority | Action | Person Responsible | Timescales | Review |
| 3.10 | Ensure all staff are aware of how to communicate information to those with hearing impairments: | SENCO to update all staff on basic information about hearing impairment Leave card at reception so visitors can indicate if they need adjustments for hearing loss, ensure they are facing the person before speaking. Use visuals if helpful, write things down or use email and text if verbal communication is difficult. Keep environmental noises to a minimum. Offer more time and repeat information if needed. | SENCO/head teacher | Ongoing | |
| 3.11 | Ensure that families have easy access to written information. Ensure that all communication intended for a wide audience is written in plain English. | Provide enlarged versions of written information if required. Use interpreters where required. Develop a bank of staff and volunteers who can offer interpreting services when | SLT/Office/Teaching staff SENCO to make list of interpreters | July 2024 December 2023s | |

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| | | required. Use google translate if required. | | | |
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