

Richmond Hill Primary Academy

Accessibility Plan 2014-2017

Richmond Hill Primary Academy is committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes and well-being of all our children are at the heart of what matters at our Academy.

Purpose of Plan:

This accessibility plan shows how Richmond Hill Primary Academy intends, over time, to increase the accessibility of our setting for disabled pupils, staff, parents/carers, our community and visitors.

Definition of disability :

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

Areas of planning responsibilities
Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits)
Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
Improving the delivery of written information to disabled pupils
The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Current Range of known disabilities

The Academy has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils with severe difficulties and a number of disabled adults that visit the Academy. In the development of the accessibility plan the views of pupils, parents and the wider community have been sought and action areas are encompassed in the plan.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiation in the New curriculum	Plan for staff training on curriculum access in the new curriculum and how to support this Online learning modules to support differentiation CPD maths	Ongoing as required	SENCO SLT	Improved strategies for differentiation and increased pupil participation Improved confidence of staff.
Ensure classroom support staff have specific training on disability issues as part of appraisal process	Be aware of staff training needs Staff access appropriate CPD Assign CPD for Autism as requested through appraisal system. Online learning modules if required	As required	SENCO Inclusion Team	Raised confidence of support staff
Use ICT software to support learning	Purchase of RM easi maths to support numeracy Units of sound to support literacy Staff training in delivering	Jan 2015 – July 2015 review and roll out further	SENCO Reading manager Maths co-ordinators	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Principal Visits co-ordinators	All pupils in school able to access all educational visits and take part in a range of activities

Review PE curriculum and motor skills group activities to ensure PE is accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school Purchase of real PE. Training of staff – real PE	As required	PE Specialist Teacher SENCO Physio	All to have access to PE and be able to excel

Improving access to the physical environment of the Academy

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment	As required Induction and ongoing if required Annually Recruitment process	SENCO Principal	Individual plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues

	process Ensure staff aware of Environment Access Standard			
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign or improvements	As required	Principal SENCO Assistant Head Finance Site manager/ SIGMA	Re-designed buildings are usable by all and improvements made to existing layout.
Ensure Access to school by telecommunication	Consider the needs of disabled parents, carers or visitors in accessing the reception via phone. Finance the improvement of the line system within school.	May – July 2015	SENCO Assistant head Finance Principal Directors	Improved access to school for all
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities As required Each Sept	As required Each Sept	SENCO SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Home school equipment for disabled pupils as required for access to specific programmes for progress of	On-going and as required Software may be required	ICT SENCO	Hardware and software available to meet the needs of children as appropriate

	targets.			

Improving the delivery of written information to disabled pupils

Target	Strategies	Time scale	Responsibility	Success Criteria
Annual review information to be as accessible as possible	Develop child friendly review format sheet to aid pupil voice in annual reviews	On-going	SENCO Educational Psychologist	Staff more aware of pupils views.
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information