



400 YEARS OF EXCELLENCE

Accessibility Plan

Policy approval date	July 2024
Policy review date	July 2025
Policy Lead	Ian Hawkins (Headteacher)
Governor or SLT approval	SLT
Governor committee responsible for policy	Pastoral

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Richard Hale School we plan to provide the best opportunities for all our students. To this end we will work with all our students to provide appropriate facilities and enable a learning experience which is tailored to the needs of every student where practically possible.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We will work with stakeholders and partnerships to develop provision where this is possible to improve the learning experience for all students.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors, students and parents.

2. Legislation and guidance

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 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Richard Hale School offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Teacher's use information and student profiles to differentiate and provide resources to meet the needs of students. The student support centre work with teachers to provide the resources and support to ensure students can access the curriculum.</p>	<p>To enable all students to access a curriculum which enables them to learn effectively and provide them with the skills and knowledge required for future pathways.</p>	<p>Continue working with teachers on adjustments to lessons through CPD.</p> <p>Continue to develop student passports and information on students which will support teachers in their provision for individuals.</p> <p>Continue to develop the role of the TA in supporting the learning of students in the classroom and collaborative work with the teachers.</p>	<p>Louise Morris (Assistant Headteacher)</p> <p>Matthew Greenwood, Deputy Headteacher</p> <p>SENCO</p> <p>Matthew Greenwood, Deputy Headteacher/</p> <p>SENCO</p> <p>David Sykes (Assistant Headteacher)</p>	<p>Reviewed yearly</p> <p>Reviewed yearly</p> <p>Reviewed each year</p>	<p>Students with disability making expected progress and accessing lessons effectively.</p>

<p>Progress of students with a disability</p>	<p>The progress of all students are tracked but groups of vulnerable students are tracked more closely to ensure they are not disadvantaged compared to other students.</p> <p>Target setting of students is in line with school policy and sets achievable but challenging targets in line with the student's needs.</p> <p>Curriculum is personalised for the students as required, this includes flexibility in KS3/4/5 to enable a curriculum which is supportive and meets the needs of all the students. High expectations for all students to access all of the curriculum and extra-curricular provision</p>	<p>All students make expected or better progress.</p> <p>Students achieve outcomes in line with their targets</p> <p>Personalised curriculum which meets the needs of each child with disability or additional needs.</p>	<p>Use 4Matrix and other tracking through Heads of Year, subject leads and classroom teachers to ensure students with disabilities are making expected progress.</p> <p>Use of FFT to set targets, communicate these effectively with parents, students and staff. In light of Covid-19 target setting for Year 7 may be different. Ensure all options considered for accurate target setting.</p> <p>Individual timetables set and agreed with parents, staff and students to meet the needs of the student.</p>	<p>Matthew Greenwood, Deputy Headteacher</p> <p>SENCO</p> <p>Heads of Year</p> <p>Heads of Department</p> <p>David Sykes</p> <p>Assistant Headteacher</p> <p>Matthew Greenwood, Deputy Headteacher</p> <p>SENCO</p> <p>Heads of Year</p>	<p>Reviewed each year.</p> <p>Reviewed each year.</p> <p>Reviewed each year</p>	<p>Students with disability making expected or better progress.</p> <p>Target setting rationale is clear and students use this to challenge themselves in order to make good progress.</p> <p>The curriculum is personalized, and the needs of all students are met.</p>
<p>Improve and maintain access to the physical environment</p>	<p>Where possible each student's timetable will be altered to enable access to the school as required. This could involve re-rooming of groups if they are</p>	<p>Personalised timetable which enables access for disabled students to resources or rooms as required.</p>	<p>Timetabling to be reviewed in line with student needs</p>	<p>David Sykes (Assistant Headteacher)</p> <p>Matthew Greenwood, Deputy Headteacher</p>	<p>Reviewed each July for the following September. Specific</p>	<p>Personalised timetables enable students to access all resources and curriculum to be a</p>

	<p>unable to access some resources.</p> <p>Fire procedures have arrangements in place for disabled staff and students.</p> <p>The SSC is based on the ground floor to enable all students access to it.</p> <p>Disabled parking space is available at the school for parents and visitor spaces are available to ensure students can be dropped off in school.</p> <p>Staff with disabilities have been re-roomed to ensure they have access to facilities required and working hours adapted to ensure they can still perform at work.</p> <p>Where possible we have adapted the buildings to enable wider access. Ramps, stair lift have been utilised. The new sports hall has wheelchair access. Due to the age of the building this is not always possible but where possible we have made changes.</p>	<p>Arrangements reviewed each year</p> <p>Rooming of the SSC in place</p> <p>Spaces allocated and monitored to ensure they are used correctly.</p> <p>Re-rooming and re-modelling where required.</p> <p>Review accessibility and address where possible.</p>	<p>Review fire arrangements each year</p> <p>None</p> <p>None</p> <p>Monitored to ensure needs of staff being met.</p> <p>Monitored and re-assessed each year.</p>	<p>SENCO</p> <p>Matt Botheras (Business Manager)</p> <p>Matt Botheras (Business Manager)</p> <p>Matt Botheras (Business Manager)</p> <p>Matt Botheras (Business Manager)</p> <p>Ian Hawkins (Headteacher)</p>	<p>needs identified in advance.</p> <p>Monitored yearly.</p> <p>Monitored yearly.</p>	<p>success.</p> <p>Fire arrangements meet needs of all</p> <p>SSC is accessible at all times.</p> <p>Disabled parking space available and monitored to ensure correctly used.</p> <p>Staff needs are met.</p> <p>Building is accessible for all students where it is possible to adapt and change in order to meet the needs of students and staff.</p>
--	--	---	--	---	---	---

<p>Improve the delivery of information to pupils with a disability</p>	<p>The school uses a range of communication methods to ensure that all information is accessible.</p> <p>Where language is a barrier, we will employ an interpreter or sign language specialist to support the information being given through parents evening or other communication to the school.</p> <p>Review learning styles and information student access frequently and differentiate accordingly i.e. use of images, use of sound etc. to ensure that students are learning as effectively as possible and key messages are relayed.</p>	<p>Keep the website up to date and ensure all information is accessible through this.</p> <p>Communicate with parents to ensure that the needs of parents and students are met.</p> <p>Monitor use of adaptations and how messages are relayed to students in lessons.</p>	<p>Monitored regularly to ensure that this is up to date.</p> <p>Respond to requests or information parents provide.</p> <p>Ensure learning styles are conveyed in student passports and staff use them effectively to learn.</p>	<p>Ian Hawkins (Headteacher)</p> <p>Heads of Key stages (Assistant Headteacher's)</p> <p>Louise Morris (Assistant Headteacher)</p> <p>Matthew Greenwood, Deputy Headteacher/SENDCO</p>	<p>Half termly review</p> <p>Monitored half termly</p>	<p>Website reviewed and updated each term.</p> <p>Ensure all disabled stakeholders have access to resources to ensure that they are able to access all information in the school.</p> <p>Lessons are catered for to encourage messages are clear and enable students to learn effectively.</p>
--	--	--	---	--	--	--

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- School risk assessment
- Health and safety policy
- Equality policy
- Special educational needs policy
- Supporting pupils with medical conditions policy