



Rickmansworth School

Accessibility Plan

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PART 1. OVERVIEW

Intent

Rickmansworth School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This plan is created in response to the recommendations made in our school's last access audit which took place on 4th February 2019 and should be read in conjunction with the Access Audit.

Statutory Framework

Equality Act 2010: Schedule 10, Paragraph 3

Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Referenced Documents

School Access Audit

School SEND Policy

SEN Code of Practice DfE 2014

Review Process

This policy will be reviewed every three years or on the introduction of new or amended relevant legislation

Anthony Walker
CHAIR OF GOVERNORS

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PART 2. POLICY

1. Introduction

- 1.1. This plan is created in response to the recommendations made in our school's last access audit which took place on 4th February 2019
- 1.2. Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students.
- 1.3. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

2. Definition of special educational needs

- 2.1. In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.
- 2.2. The SEN Code of Practice DfE 2014 says children have a learning difficulty if they:
 - 2.2.1. have a significantly greater difficulty in learning than the majority of children of the same age; or
 - 2.2.2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
 - 2.2.3. are under compulsory school age and fall within the definition at (2.2.1) or (2.2.2) above or would do so if special educational provision was not made for them.'
- 2.3. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. Definition of special educational provision

- 3.1. For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

4. Access to the curriculum, information and associated services

- 4.1. Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.
- 4.2. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.
- 4.3. The school curriculum is regularly reviewed by the Head teacher together with the SENDCO, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.
- 4.4. It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:
 - 4.4.1. keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
 - 4.4.2. providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
 - 4.4.3. making use of all class facilities and space
 - 4.4.4. using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
 - 4.4.5. making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
 - 4.4.6. any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
 - 4.4.7. setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
 - 4.4.8. listening to pupils' views and taking them into account in all aspects of school life.

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5. Sensory & physical needs

5.1. The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- 5.1.1. appropriate seating, acoustic conditioning and lighting
- 5.1.2. adaptations to the physical environment of the school
- 5.1.3. adaptations to school policies and procedures
- 5.1.4. access to alternative or augmented forms of communication
- 5.1.5. provision of tactile and kinaesthetic materials
- 5.1.6. access to low vision aids
- 5.1.7. access to specialist aids, equipment or furniture
- 5.1.8. regular and frequent access to specialist support.

6. Reasonable adjustments

6.1. The school will also make reasonable adjustments for individual students who need extra provision over that which is already in place to make sure that all

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students are involved in every aspect of school life, and that all barriers to learning are removed.

6.2. These may fall under the following headings:

6.2.1. the building and grounds:

6.2.2. audio-visual fire alarms

6.2.3. assistance with guiding.

6.2.4. teaching and learning:

6.2.5. a piece of equipment

6.2.6. extra staff assistance

6.2.7. an electronic or manual note-taking service

6.2.8. readers for pupils with visual impairments.

6.2.9. Methods of communication:

6.2.9.1. a piece of equipment

6.2.9.2. the provision of a sign language interpreter, lip-speaker or deaf-blind communicator

6.2.9.3. induction loop or infrared broadcast system

6.2.9.4. videophones

6.2.9.5. readers for pupils with visual impairments.

PART 3. APPENDICES

Appendix 1 – Accessibility Plan Priorities

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

KEYS FOR COSTS

Budget costs have been included in the form of bands.

N - None

M - Minimal

OG - Ongoing Maintenance

ST - Structural Change

Please note cost keys are indicative only and that Ea-Audits cannot be held liable for any misinterpretations.

Appendix 2 – Accessibility Plan – Actions

Accessibility Plan for Rickmansworth School
February 2019

Item	Areas	Recommendation	Priority A, B , C	Keys for costs	Target date	Date Achieved
1	Website	Add to the school's website the name of the Headteacher, SENDCO and an email contact for the school.	B	N	2019	March 2019
2	Pedestrian Entrances	Ensure gate handles and gate stanchions contrast with gates.	B	M	2019	
		Contact the council to refresh yellow zigzag lines in front of the school.	A	N	2019	May 2019
		Remind parents via the newsletters to park sensibly and safely when collecting pupils, if you do not already do this.	OG	N	OG	OG
3	Car Park	Erect signs in front of all accessible spaces in the car park.	A	M	2019	July 2019
		Mark out safe walkways in the car parks.	B	M	2019	July 2019
		Erect suitable signs for directions to the disabled car parking space.	B	M	2019	OG
4	External Ramps and Steps	Paint nosings on all outside steps where necessary and where there is no tactile paving and re-paint at the first sign of wearing. Paint nosings in a contrasting colour.	B	M	2019	June 2019
		Ensure that all set of steps are fitted with two sets of handrails.	B	M	2019	
		Mark tape at the start and end of every external handrail to aid the visually impaired students and visitors. Mark start and end of ramps as indicated. Ensure that the ramps and ramped entrances are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition.	B	M	2019	
5		Ensure all signs are in lower case.	B	M	2019	July 2019

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	Wayfinding and Signage	Incorporate tactile signage in all your future signs.	B	M	2020	OG
		Review internal signage and add more directional signs.	B	M	2019	OG
6	Reception Area	Provide a high-back chair with arms for people who may find it difficult to rise from the style of chair provided.	B	M	2019	Oct 2019
		Consider fitting the reception area with an induction loop hearing enhancement system, especially if the area is likely to be noisy. This is for the use of hearing impaired visitors/parents. The sign should be clearly displayed.	B	M	2019	OG
7	Classroom and Facilities	Ensure that at least one pc is accessible to a wheelchair user and provide a high-backed chair with arms in the Dining Room and IT Suites.	B	M	2019	Where necessary
		In specialist rooms e.g. Science laboratories etc. ensure that there are facilities available for pupils in wheelchairs such as adjustable benches, lower working areas etc.	A	M	2019	Where necessary
		Consider installing Hearing enhancement system in school halls and theatre etc.	B	M	2020	OG
		Ensure that lockers are easily accessible for wheelchair users.	A	N	2020	July 2019
8	Internal Stairs	Highlight the start and end of each staircase and handrails with marking tape or different coloured carpet tiles.	A	M	2019	OG budgeted
		Erect two handrails are on every staircase	A	M	2019	OG budgeted
		Ensure that handrails are in a contrasting colour.	A	M	2019	OG budgeted
		Ensure that handrails are continuous.	A	M	2019	OG budgeted

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9	Doors	Create visibility panels on all classroom doors.	A	M	2019	OG program of works
		Make frequent checks on all doors in the School and adjust when necessary.	A	N	OG	OG
10	WCs	Replace non-conforming taps with push button or lever taps.	B	M	2019	July 2019
		Ensure that fittings in all disabled toilets in the school contrast.	B	M	2019	July 2019
		Ensure that all disabled toilets are fitted with an alarm cord.	A	M	2019	July 2019
		Ensure that alarm cord is fitted with a handle at the end of the cord.	A/B	N/M	2019	July 2019
		Ensure the alarm cords in the accessible toilets are of a suitable length and ask cleaning staff to ensure that the cords are kept hanging free.	A/B	N/M	2019	July 2019
		Ensure that the coat hooks are at a suitable height, in the accessible toilet, so that they can be easily reached by a person in a wheelchair.	B	M	2019	July 2019
		Erect grab handlebars behind the doors in each toilet.	B	M	2019	OG budgeted
		Provide signage showing the location of the visitor's accessible toilet.	B	M	2019	Plan
11	Training	Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.	B	M	2019	Welfare
12	Canteen	Ensure that at least one table is accessible for a wheelchair user and that one High backed chair with arms is provided.	A	M	2019	Where necessary

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13	Gender Identity	Upon presentation, name and gender-marker (pronoun) change, including on documents, school record. Reissue any award or other certificates	A	N	OG	November 2019
		Review toilet and changing facilities: Disclosures: To whom, by whom, how and when? Press Intrusion: Prepare generic equality statement to be issued if necessary. Alert office staff who respond to telephone calls	A	N	OG	OG
		Arrange training for staff	A	N	OG	OG
		Time out: Children (especially during puberty) may need clinic appointments	A	N	OG	OG
14	Outdoor Space	Purchase a suitable outdoor picnic table for wheelchair users if a child in a wheelchair is admitted into the school	B	M	2019	Where necessary

SUMMARY

<p>The main priorities in the school's plan</p> <p>Increasing the extent to which disabled pupils can participate in the school curriculum</p> <p>Training for teachers and support staff and differentiating the curriculum</p> <p>All out of School activities are planned and risk assessed to ensure participation for all</p> <p>Training for Awareness</p> <p>Raising of Disability issues</p> <p>Information to know your students' needs</p>

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Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The key objective is to ensure that school premises are adapted so that disabled pupils are not prevented from attending the school of their choice because the premises are inaccessible and/or cannot meet the needs of the pupils.

Making sure clear procedures are implemented to ensure that disabled pupils who are starting school have their needs assessed and that necessary adaptations at the school of their choice are carried out in time for the start of term.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Availability of written material in alternative formats as required

Raise the awareness of adults working at or for the School on good communications

If required arrange for visual impaired students to be able to access documentation

Review all policies to ensure that they do not discriminate the needs of staff, students or visitors