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| *ISI Policy Number : 17b* |
| *Reviewed by: AW* |
| *Date: Lent 2018, Lent 2021* |
| *Next Review: Lent 2023* |

**ACCESSIBILITY PLAN**

*Distribution: School Website, Staff Policy Library*

### *Note: This plan should be read in conjunction with the Equal Opportunities Policy. The Rishworth School Accessibility Plan is designed to address compliance with Schedule 10 of the Equality Act 2010.*

**Introduction**

This three-year plan indicates how Rishworth School plans to:

1. increase the extent to which disabled pupils (including those with special educational needs) can participate in the school’s curriculum;
2. improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
3. 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 benefits, facilities or services provided or offered by the school

“Disabled pupils” for the purpose of this disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of “disability”.

Rishworth School will provide auxiliary aids and services where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled.

**Information Gathering about Disabilities**

Rishworth School gathers information on disability through its recruitment processes.

* For pupils, information about disabilities is requested on both the application form and entrance assessment documentation.
* For staff, information about disabilities is requested in the application and appointment process.

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|  | **Targets** | **Strategies** | **Outcome** | **Timeframe** | **Costs** | **Goals Achieved** |
| **Increasing access to the curriculum** | Head of Learning Support to identify limitations in access to the curriculum for:   1. individual pupils who are new to the school 2. current pupils who have developed a disability | Staff training at INSET | Some limitations identified and strategies implemented | Beginning of term or as required such as when a disability is identified | Dependant on need | Staff more aware of difficulties experienced by some pupils in particular learning environments and can implement appropriate strategies to improve access to the curriculum for disabled pupils |
|  | Pastoral Heads Committee to act as disability discrimination advisory committee when required | Committee to advise Executive |  | Ongoing | None |  |
|  | Changes to teaching and learning arrangements | INSET on  teaching and learning styles  (see INSET plan) | Whole staff INSET and, when necessary, individual INSET | Ongoing |  | Staff more aware of difficulties experienced by some pupils in particular learning environments and teaching adjusted accordingly |
|  | Deployment of learning support | Identify needs from entrance assessment information and applications for places. | Appropriate staff available | On application (usually annually) | Variable year on year. Built in to planning and costing for staffing | Appropriate support for particular learning needs |
|  | As part of budget annual requests, HoDs to identify areas particular to their subject that might requires specialist equipment | Identify areas particular to the subject that might requires specialist equipment/auxiliary aids | Funds allocated and materials purchased | Annual budget requests | Variable. Built in to planning and costing for budgets | Specialist equipment/auxiliary aids  made available |
|  | **Targets** | **Strategies** | **Outcome** | **Timeframe** | **Costs** | **Goals Achieved** |
| **Improving the provision to disabled pupils of information provided to pupils who are not disabled** | Availability of written materials in alternative formats for use in classrooms | School to make itself aware of services available through LEA for converting written information into alternative formats  Deputy Headmaster to review available services and facilities when required | If required, school to provide appropriate alternative formats | ongoing | Likely to be variable year on year. Once a need is identified, costs are built in to yearly budget planning | Delivery of information to disabled pupils improved. |
|  | Availability of written materials in alternative formats around the school e.g. notices, school events | School to make itself aware of services available through LEA for converting written information into alternative formats  Deputy Headmaster to review available services and facilities when required | If required, school to provide appropriate alternative formats | ongoing | Likely to be variable year on year. Once a need is identified, costs are built in to yearly budget planning | Delivery of information to disabled pupils improved. |
|  | Targets | Strategies | Outcome | Costs | Timeframe | Goals Achieved |
| **Improvements to the Physical Environment** | Classroom access | Deputy Headmaster and advisory committee to review available services and facilities when necessary.  All targets to be considered when new building work is to be carried out | Improved access to the School | Likely to be variable year on year  Ongoing | Costs built in to yearly budget planning when necessary | Improved access to the School |
|  | Emergency exits | Accessible to all students and visitors – e.g. Braille | Exits appropriately marked | Ongoing | Costs incorporated into future planning |  |
|  | Boarding facilities | Ensuring compliance |  |  |  |  |
|  | Furniture |  |  | Discussion with Student voice around suitability of furniture multiuse |  |  |
|  | Ramps | For students / visitors with mobility issues |  |  | Costs incorporated into future planning | Improved access to the School |
|  | Laboratory/workshop layout | For students / visitors with mobility issues and/or visual / hearing issues |  |  | Costs incorporated into future planning |  |
|  | Lighting | For students / visitors with visual issues | Also to ensure full compliance with regulations re: workplace requirements | New lighting to comply with recommendation from RNIB, etc. |  |  |
|  | Signs | Accessible to all students and visitors – e.g. Braille | Exits appropriately marked | Ongoing | Costs incorporated into future planning |  |
|  | Acoustic environment | For students/ visitors with hearing issues |  | Immediate |  | To ensure that hearing issues are identified in student profiles to enable appropriate seating etc. |

**Recent examples include;**

* Easier to read signs throughout the School
* Disabled access path to top floor of the teaching block
* Clearly labelled disabled parking bays
* Lowered ceiling, improved acoustics and better lighting in the Dining Hall
* Installation of disabled toilets in:
* Reception area
* Main school (with ramp access)
* Wheelwright

**Stakeholders’ Views Taken into Account in the Formulation of the Disability Access Plan**

Rishworth School has consulted with disabled people in formulating previous versions of the Disability Access Plan which have been followed through to this 3-year cycle. One of these persons is wheelchair-bound, the other was the parent of a partially-sighted girl whose brother was a pupil at the School.

In accommodating the needs of disabled pupils and staff, we will, when necessary, consult an occupational health specialist in order to identify and implement specific adjustments.