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# Accessibility Plan

*Riverside School, Tadcaster*

**2018 - 2019**

Date Reviewed	Dec 18
Next review date	Dec 19

## **1. Introduction**

Riverside School is committed to increasing access to the school for students, staff, parents, governors and visitors. This accessibility plan has been written in accordance with the planning duty under the Special Education Needs and Disability Act 2001 (SENDA) and updated with regard to the Equality Act 2010.

This accessibility plan is a plan for:

- a) Increasing the extent to which disabled students can participate in the school's curriculum
- b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services provided or offered by the school but taking into account the permanent limitation due to the age, type and grade listing of the current school buildings
- c) Improving the delivery to disabled students within a reasonable time, and in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, as a result of information which is provided in writing for students who are not disabled.

These three areas are addressed in the action plans that follow.

## **2. Compliance and review**

The Accessibility Plan is reviewed by the school's leadership team on a regular basis as determined by the Governors. The Inclusion Manager of Riverside School will ensure that the school is providing the support as required by the student within the limitations of the building.

## **3. Key Objectives**

The key objectives of the Accessibility Plan are:

- a) That no student or prospective student is treated less favourably due to their special needs or disability. All reasonable adjustments will be made in matters of admission and education.
- b) That, where practical, the school will make reasonable adjustments, based on the information and advice received, that will enable a prospective disabled student to take up a place at the school if they satisfy the admission criteria.
- c) To make the school more accessible (where practically possible within the constraints of the type of school building) to disabled students and staff, including those affected on a short term basis - for example, if the use of crutches or a wheelchair is required for a fixed period as a result of an accident.
- d) To create a positive "can-do" ethos towards the issues faced by disabled students thus enabling them to take full advantage of the educational experiences offered.

#### **4. Statutory duty of Riverside School**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan.

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002.

#### **5. Definition of Disability**

Disability is defined as follows by the Disability Discrimination Act 1995:

*"A person has a disability 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 carry out normal day to day activities."*

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

#### **6. Duties placed upon and accepted by the school under the DDA (as amended by SENDA)**

- a) Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- b) Not to treat disabled pupils less favourably.
- c) To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- d) To publish the school's Accessibility Plan and ensure it is available in easy to read formats
- e) Riverside School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

*i. Increasing the extent to which disabled pupils can participate in the school's curriculum.*

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

*ii. Improving access to the physical environment of the school.*

This covers improvements to the physical environment of the school and physical aids to access education.

*iii. Improving the delivery of written information to disabled pupils.*

This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

## **7. Consultation**

The school will ensure that it regularly, both formally and informally, consults with all its stakeholders and appropriate professional organisations to ensure the accessibility plan and its objectives are reflective of what the school is required, both legally and morally, to provide for its students and staff.

It will do this through consultative mechanisms (such as formal and informal meetings, questionnaires etc) and discussions with:

- Governors through the LGB
- Parental consultation
- School Council
- STAR MAT
- Appropriate charities and disability representation groups
- Voluntary Groups
- Any other group or organisation the school feels it would be beneficial to consult with

Following these discussions and consultations, the school will then review the accessibility plan to ensure that it reflects the views (where appropriate) and changes to procedures or policies are made (where appropriate).

## **8. Aims of ensuring compliance of DDA**

Compliance with the DDA is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEN/Inclusion Policy. The Access Plan will contribute to the review and revision of related school policies.

## **9. Reviewing, Monitoring and Evaluating the Plan**

- a) Adequate resources will be allocated to enable implementation of the plan.
- b) The plan will be informed by feedback from parents, pupils and people with disabilities.
- c) The plan will be kept under review and revised as necessary. The Governors will achieve this through Local Governing Board.
- d) The plan will be widely published and will be in the application and admissions pack sent to all students and is available on request as well as appearing on the school website
- e) The plan will be subject to monitoring by OFSTED during inspections.

The school will follow the recommendations in the Department of Education's guidance 'Implementing the DDA in Schools and Early Years'.

### **a) Curriculum**

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with learning difficulties and disabilities to maximise learning in an appropriate and suitable manner and format
- All pupils are encouraged to take part in a range of physical activities – provisions are made when some disabilities cause the amount of physical activities to be limited
- All school visits and clubs are available to all pupils where at all possible
- There are appropriate Staff are trained in the administration of medicines for both chronic and reactive conditions
- There is a full and varied programme to support transition

### **b) Physical Environment**

- Learning environments will be adjusted according to planned incoming need. This may include adaptation to the provision or re-location of the learning to a more suitable environment
- Physical barriers will be removed over time to include car-parking, removal of steps, hygiene facilities, access to TCUs
- Decoration cycles will be sensitive to sensory need
- Advice sought with regard any specialist installed equipment and building alteration; also with regard risk assessments for specific pupil moving and handling

## 10. Action Plans

Individual action plan follows, relating to the key aspects of accessibility. It is expected that significant progress will be made over the plans in the coming years, but we acknowledge that there will be a need for ongoing awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Teaching methods and techniques will also develop over this period, which may create new challenges. Plans will be made in consultation with the student, parents and teaching staff. Appropriate training will be provided to enable staff to support particular students with accessibility issues.

### a) Improving Curriculum Access

Target	Action needed	Leadership	Timescale	outcome
Staff members do not know whether the curriculum is accessible	Audit of curriculum	Headteacher/HoS/teachers/	Spring 2019	Management and teaching staff are aware of the accessibility gaps in the curriculum
Enhance staff skills to support pupils with SEND	Ensure all staff team are aware of need and appropriate adjustments INSET provided to specific staff members on particular need	Headteacher/ External links to specialist provision Inclusion Manager Educational Psychologist	Ongoing	Staff members have the skills to support children with SEND

## b) Improving the Delivery of Written Information

To ensure clear, consistent communication within and from the school, the following actions will be implemented:

Target	Action needed	Leadership	Timescale	outcome
Management staff do not know whether school information is accessible or not	Audit of information delivery procedures including through website, alternative languages etc	SICT/Inclusion Manager/HT	Spring 2019	School is aware of accessibility gaps to its information delivery procedures
School acts on advice to make written information accessible	Following above audit – implementation to include message to newsletter etc			

## c) Improving the Physical Environment

Target	Action needed	Leadership	Timescale	outcome
Ensure staff are appropriately trained for defined pupil need	Audit of pupil need vs technology and working spaces	Inclusion manager	ongoing	Staff trained in moving and handling, risk assessments and care plans in place