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RISHWORTH SCHOOL

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:

a. increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
b. improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
c. 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.

Accessibility Plan 31 March 2021 – 1 April 2026

	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: a. individual pupils who are new to the school b. 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 Head 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 Head 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 Head and advisory committee to review available services and facilities when necessary, including access routes	Improved access to the School	Likely to be variable year on year Costs built in to yearly	Ongoing	Improved access to the School Foliage removed on access routes to increase ease of access to DT classrooms, emergency exits, etc. on main teaching area; Summer 2020

		All targets to be considered when new building work is to be carried out		budget planning when necessary		
	Emergency exits	All targets to be considered when new building work is to be carried out		Likely to be variable year on year Costs built in to yearly budget planning when necessary		Foliage removed on access routes to increase ease of access to DT classrooms, emergency exits, etc. on main teaching area; Summer 2020
	Boarding facilities					Renovation carried out summer 2022
	Furniture	Take advice on ergonomic design choices – Staff training		Likely to be variable year on year. Once a need is identified, costs are built in to yearly budget planning		Selected staff trained: e.g. ALISON certificated course in *Workstation Ergonomics*
	Ramps	Ensure inclusion in new builds, modifications to buildings		Likely to be variable year on year. Once a need is	Ongoing	Implemented in e.g. Preparatory eco-classroom, opened 2022

				identified, costs are built in to yearly budget planning		
	Laboratory/workshop layout	As part of budget annual requests, CAMs 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	Likely to be variable year on year Costs built in to yearly budget planning when necessary		CAMs reminded of duty under EDI to consider needs of all students
	Lighting	School to make itself aware of services available through LEA for lighting for partially sighted / those with ASD	School liaison with LA on provision for partially sighted; no funding available, so costs are built in to yearly budget planning	Likely to be variable year on year Costs built in to yearly budget planning when necessary	Ongoing	Investigation undertaken and completed: March 2010 – present; review in 2022 Services available but cost implication for independent school Contact made with Julie Greenwood, Calderdale Access and Capital Team
	Signs	School to make itself aware of services available through LEA	School liaison with LA on provision for partially sighted; no funding	Likely to be variable year on year	Ongoing	Investigation undertaken and completed: March 2010 – present; review in 2022

		for signage for partially sighted	available, so costs are built in to yearly budget planning	Costs built in to yearly budget planning when necessary		Services available but cost implication for independent school Contact Julie Greenwood, Calderdale Access and Capital Team
	Acoustic environment	School to make itself aware of services available through LEA for advice on acoustic environment				Contact Julie Greenwood, Calderdale Access and Capital Team
	Floor coverings				Ongoing investigations re: installation and costs – consideration to be incorporated at planning stages	Renovations incorporating design features to aid those with mobility / sight issues
	Toilets and washing facilities				Ongoing investigations re: installation and costs – consideration to be incorporated at planning stages	Renovations incorporating design features to aid those with mobility / sight issues

	Sports facilities	Inclusivity at delivery, scholarship and coaching levels			Possible increase in staff costs for specialist coaches	1:1 support in place for students with EHCPs, 2021 on
	Communal areas including Dining Hall, Assembly Hall, Day and House areas				Ongoing investigations re: installation and costs – consideration to be incorporated at planning stages	Review of dining processes carried out and implemented through academic years 21 – 22, 22 - 23

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. The School has also consulted with professional organisations, such as IAPS, with the NEU, the local authority and with charities.

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.