

Richmond Academy- Accessibility Plan 2026-2027

Mission Statement

“Achieve, Believe, Succeed”.

Our mission statement **“Achieve, Believe, Succeed”** reflects our ethos and beliefs. We aim to ensure that the children at our Trust are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

We believe that education should take place in a fully inclusive environment with equal opportunities for all.

Richmond Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural and language needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Purpose of Plan

This Accessibility Plan shows how access is to be improved for disabled children, staff, parents and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate needs where practicable.

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. In addition the Trust seeks to make all aspects of our premises, provision and information fully accessible to all.

The plan will be reviewed at least annually during the summer term and revised to reflect on-going needs and plans.

The Accessibility Plan at Richmond Academy has been developed and drawn up based upon information supplied by a number of sources including parents, staff, pupils, and other outside agencies.

Aim

The academy's accessibility plans are aimed at:

1. **Increasing the extent to which all pupils but particularly those with a disability can access and participate fully in the school's curriculum.** This covers teaching and learning, including remote and blended learning systems and support and the wider curriculum of the school such as participation in after-school clubs, special events and cultural activities or school visits.
2. **Improving access to the physical environment of the school.** This covers changes to the physical environment of the school and physical aids including assistive technology, to access learning.
3. **Improving the provision of information to all.** This will include planning to make the written and verbal information provided by the school to all stakeholders more accessible.

Definition of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'*

(SEND code of Practice 2014)

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

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: *'long-term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

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- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.’ (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

- The Behaviour Policy.
- The Special Educational Needs policy.
- Equality Plan
- Curriculum Policies
- Critical Incidents Policy
- Health and Safety Policy
- School Prospectus
- The Local Offer
- Academy Development Plan

Audit of existing provision

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. The plan is based on an audit completed by academy leaders under each of our 3 aims.

Improving Curriculum Access and Participation

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEND team.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- All staff are given professional development as needed to teach and support children with physical disabilities or additional needs through school INSET, capacity building within teams, external courses and through The Harmony Trust multi-disciplinary team (MDT) input.
- Learning is adapted effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT. Children are taught through a range of inclusive and adaptive approaches, using visual, auditory, kinaesthetic and practical resources to support access, engagement and understanding. Teaching is adapted to meet individual needs, with appropriate scaffolding, modelling, repetition, processing time and assistive resources used where required. Children are supported to develop metacognitive skills by reflecting on how they learn, identifying strategies that help them to overcome barriers and increasingly taking ownership of their learning and independence.
- All pupils participate in expressive and creative arts.

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- Digital technology is used creatively and purposefully to maximise learning, participation and independence for all pupils. In line with the Harmony Trust HTML Strategy, technology is used to remove barriers to learning and support pupils with additional needs, including access to the curriculum and effective communication. Children in Key Stage 2 are provided with access to 1:1 digital devices to support learning, accessibility, communication and the development of digital independence. Appropriate assistive technology and adaptations are used where required to ensure pupils can engage meaningfully with the curriculum.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.
- Visits are a fundamental part of our curriculum. Wherever possible, all children attend them, sometimes parents may be asked to accompany their child. Inclusive venues for residential visits are identified
- Academies works effectively with outside agencies including Speech and Language Therapy, the team for Visual Impairment, the Physical Disabilities team and Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses, community paediatricians, occupational therapists and physiotherapists.
- Staff are trained in the administration of medicines, where applicable.
- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.

Improving Physical Access to all areas of the Academy

- Richmond Academy is mainly accessible for those with limited mobility. UKS2 is located on the first floor and there is not lift access available. All other areas of the academy are accessible.
- The school has ramped entrances so that provision can be tailored to need.
- Further development needs to take place so that fire exits are ramped and all doors are an accessible width.
- Accessible wheelchair access will continue to be improved in line with all premises development work.
- The emergency evacuation system does not have both visual and auditory components.
- All rooms have appropriate door signage
- *A centrally located accessible toilet is available within the main building. Additional accessible toilet facilities are also provided within our specialist inclusion hubs, Jasper and Jade, to ensure pupils can access appropriate facilities within their learning environment.*
- Symbols and large print is used throughout school for those with visual impairments (where required).
- Adapted/specialised furniture is provided to meet individual needs.
- Space for small group work and individualised work for targeted learners is provided.
- Children's work is shown to be valued in displays around the school and consideration is given to ensure displays are accessible to disabled learners/visitors.
- The EYFS and Inclusion Hubs have changing facilities for pupils with continence needs.
- Accessible parking spaces are allocated/marked and kept available for use when needed
- A hearing loop for community use is needed for the main reception area and assembly hall.
- The marking of steps and curb edges is part of the on-going maintenance programme for the academy.

Improving Information Access to all Stakeholders:

- Visual timetables and information supported by signs/symbols for targeted pupils, are provided as required.

- Home-school books are used for targeted children to ensure effective communication as required.
- Provision of verbal or large print information for targeted pupils and/or parents/carers is used as required.
- Arbor is used to communicate to parents. This enables parents to use translation or reading apps as needed.
- Bi-lingual support is provided, where possible, to communicate verbally with parents who do not speak or understand English.
- Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. Information can be provided in electronic form e.g. pupil reports to enable parents to use their own translation or reading software.
- Staff are trained to use symbol-supported communication software, including Communication in Print, to support pupils and parents who require visual or symbol-based communication. Resources are developed and adapted as required to promote understanding, communication and access to information for non-readers and those who benefit from visual support.

The following action plan details specific actions needed to increase accessibility for pupils with SEND, families and visitors to the curriculum, the physical environment and to information provided by the academy.

This plan has been created following an audit completed in October 2026 on current provision. Our audit is revised annually and a three year action plan is produced based on the findings.

App. 1 AUDIT TOOL to develop Action Plan

AIM 1 Increasing the extent to which all pupils but particularly those with a disability can participate fully in the school's curriculum. Curriculum Access Audit Tool				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Do all staff actively seek to remove all barriers to learning and participation for pupils, parents and visitors?	Strong inclusive ethos across the school. Staff routinely adapt provision, resources and learning environments to meet individual needs.	Continue to monitor through learning walks and pupil voice.	1	Leadership monitoring time
Does the academy have arrangements for staff to request & receive the necessary training to teach and support children and young people with disabilities as required?	The trust has invested in both an in-house Speech and Language Team and an Occupational Therapist. During Year 1, the Occupational Therapist delivers classroom-level support and recommendations. From Year 2 onwards, targeted individual support is available for pupils requiring specialist intervention.	Continue developing staff expertise through collaborative working with specialists. to respond to emerging needs through bespoke training.	1-3	Investment into Harmony Trust Therapeutic Service and Inclusion Service.
Does the academy ensure that all staff are familiar with technology and practices developed to assist people with disabilities? Does the academy provide access to computer technology appropriate for students with disabilities?	Accessibility is enhanced through extensive use of technology. All KS2 pupils have access to a personal 1:1 iPad, supporting accessibility, communication, independence and adaptive learning.	Continue to review emerging technologies. Review in alignment with professional recommendations for individual pupils.	2	ICT budget / 1-1 devices budget

	<p>Staff utilise a range of assistive technology and communication tools to meet individual needs.</p> <p>Pupils benefit from a well-established digital strategy, including 1:1 iPads in KS2. Technology is used to support communication, literacy, access to learning and personalised interventions.</p>			
Are classrooms 'SEND aware' and optimally organised for SEND pupils?	<p>Classrooms are communication friendly learning environments. Regular Communication and Language Audits are undertaken to evaluate and improve classroom practice. Staff have access to Elklan strategies and communication support approaches to maximise participation.</p>	<p>Continue annual audits and professional development. SENDCo and Inclusion lead to share good practice across all classes.</p>	1-3	Existing SEND budget
Are all pupils encouraged and supported to take part in all aspects of the curriculum? Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example physical education?	<p>Inclusive curriculum ensures participation for all learners through appropriate adaptation. Staff routinely adapt activities and provide alternative methods of participation.</p>	<p>Continue monitoring participation rates.</p>	1-3	Existing resources

Do leaders recognise the additional planning and resource preparation workload for teachers related to supporting pupils with SEND?	SEND provision and adaptive teaching are prioritised within planning expectations.	Continue to review workload impact.	2	Leadership monitoring
Do all staff recognise, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum/practical work?	Staff demonstrate strong understanding of inclusive practice and individual needs.	Continue through ongoing CPD.	1-3	CPD opportunities
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Highly inclusive teaching approaches ensure a variety of learning opportunities.	No action required	3	N/A
Are school visits, including residential, made accessible to all pupils irrespective of any SEND?	Detailed planning and risk assessments ensure equitable access to enrichment opportunities. Continue current practice.	Continue current practice.	1-3	Visit-specific funding where required
Are adaptations made to transition arrangements for SEND pupils where needed?	Enhanced transition programmes, additional visits and personalised support are provided as appropriate. Families and professionals are engaged at the earliest opportunity to ensure successful transitions take place.	Continue and review annually.	1-3	Staff time / leadership time / SENDCo support

AIM 2 Improving access to the physical environment of the school.
Physical Access Audit Tool

Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
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Are car park spaces reserved for disabled people near the main entrance?	Disabled parking provision available.	Review signage annually	2	Site budget
Is it possible for a wheelchair user to get through the principal door unaided? If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	Main entrance accessible. Access arrangements support wheelchair users.	No action required.	3	N/A
If there are steps in the building is a ramp provided? Does the building have a lift that can be used by wheelchair user to allow access to different levels? Is there a continuous handrail on each internal stair flight? Do all steps have contrasting edging?	Appropriate ramp access available where required. Lift access available to ED Hub, access to UKS2 not possible by a wheelchair user. Handrails installed throughout key access routes. Contrasting stair edging in place at top and bottom of staircases as a priority.	Continue maintenance checks. Continue service checks. Refresh markings when required.		Site budget Building & repairs budget Site team time
Are Personal Evacuation Plans [PEPs] written for all SEND pupils, staff [and visitors] who require one?	Individual PEEPs completed and reviewed regularly.	Continue annual review process.	1-3	Staff time / leadership time
Does the school have a wheelchair accessible toilet?	Accessible facilities available.	No actions required.	1-3	N/A
Are emergency and evacuation systems set up to inform ALL pupils + visitors including those	Emergency procedures consider individual needs and visitor requirements.	Review suitability annually. Ongoing monitoring.	1-3	Site review



with hearing and visual impairment? (e.g. flashing light)? Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	Evacuation routes considered within site risk assessments.	Explore additional signage if need arises.		
Are non-visual guides used to assist people to use the buildings? Is a hearing induction loop available (either fixed or portable) in the academy?	Staff available to support visitors and pupils where required. Portable solutions can be accessed when required.	Assess need for permanent provision if required.	2	Possible future funding
Are pathways and routes logical and well signed?	Clear signage throughout the academy.	Continue to monitor.	3	N/A
Is appropriate furniture & equipment provided to meet the needs of individual students?	The trust has invested in both an in-house Speech and Language Team and an Occupational Therapist. During Year 1, the Occupational Therapist delivers classroom-level support and recommendations. From Year 2 onwards, targeted individual support is available for pupils requiring specialist intervention.	Continue responsive provision based on assessed need.	1-3	Possible future funding
Do furniture layouts allow easy movement for pupils with disabilities?	Classroom layouts support accessibility.	Continue to review	1-3	N/A
Do all the corridors have a clear unobstructed width of 1.2m?	Corridors remain clear and well maintained.	Continue monitoring.	1-3	Site team

Are quiet rooms/calming rooms available to children who need this facility?	The academy has recently developed a dedicated SEMH Hub that has been purposefully designed to be accessible, communication - friendly and trauma informed. The provision supports pupils with social, emotional and mental health needs, including those experiencing Emotionally Based School Avoidance (EBSA), enabling them to remain engaged with education. In addition, a range of quiet, calming and sensory spaces are available to support children who require additional opportunities for regulation. Shared regulation spaces are available at the end of each KS2 corridor, with the additional use of the Opal classroom as a quiet space when required. A dedicated sensory room is also available within EYFS.	Evaluate impact and next steps as provision develops.	As required	SEND budget
Are appropriate 'Buddies' provided for all disabled pupils who needed these on admission?	Peer support and buddy systems implemented when appropriate.	Continue current provision.	1-3	Staff oversight
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Consideration given to seating plans, classroom environments and learning spaces.	Continue as part of adaptive teaching.	1-3	Existing resources

AIM 3 Improving the provision of information to all.				
Provision of Information Audit Tool				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Does the academy provide awareness raising training to office reception staff to support them in identifying parents'/visitors' information access needs, such as support with reading or completing forms?	Office staff demonstrate strong awareness and respond sensitively to individual needs.	Include within induction updates.	1-3	Staff training time
Are pupil admission forms completed 1:1 to enable a sensitive conversation to be held?	Admissions processes allow opportunities to discuss individual needs with families.	Continue current practice.	3	Admin support time / P&FET support time / translation support as required
Does the academy ensure that information can be made available to parents in a range of formats if required e.g. large print, braille, audio tape, other languages than English?	Information can be provided in large print, translated formats and alternative accessible versions.	Publicise availability further.	1	Website update
Does the academy ensure that all appropriate staff are familiar with technologies developed to assist people with disabilities with information access, such as those that read aloud written E-letters, newsletters.	Staff work alongside the Speech and Language Team, Occupational Therapist and SEND team to develop communication supportive practice. Communication, Language and Interaction is a whole school improvement priority and is embedded throughout classroom practice.	Further embed whole school Signalong implementation.	1	Signalong specialist CPD, leadership implementation time
Are all written paper-based communications to parents placed on the website to allow electronic access for disability support	Letters, newsletters and key information are distributed electronically and available via the website.	No further action required.	3	N/A

apps/technologies/ translation to be used?				
Are pupil reports offered to parents in an electronic form to allow them to use translation apps/read aloud software?	Reports and communication are available electronically for accessibility purposes.	Continue current practice.	3	N/A
Does the academy provide access to computer technology and software appropriate for pupils, parents and visitors with disabilities? [e.g. widget on-line]	Accessibility is supported through digital platforms, assistive technology and the school's 1:1 iPad strategy in KS2. Communication and language is a key priority across the school, ensuring pupils can access information in a variety of ways.	Continue review of digital accessibility tools.	2	Existing resources
During activities such as workshops/parents' evenings does the academy offer information in user friendly formats for disabled parents/visitors e.g. offering to read aloud projector screens where needed?	Staff provide support and adapt communication according to individual needs.	Continue inclusive communication practices.	1-3	Staff awareness

App.2 Accessibility Action Plan Template -

**Accessibility Plan for Richmond Academy
2026 – 2027
Reviews due -Annual dates added**

Plan to improve Curriculum Access				
Objective/Target	Task/Action	Resources/ Timeframe	Lead Person	Monitoring /Success criteria
Embed a whole school communication inclusive approach.	Introduce and implement Signalong across the academy. Teach Sign of the Week in assemblies, display across school and incorporate into classroom practice.	Signalong training, displays, staff meeting time, pupil leadership development time. 1 year	SENDCO / Leadership to oversee pupil leadership group	Signalong visible in all main areas. Staff and pupils confidently use key signs. Increased participation from pupils with communication needs.
Maximise impact of Occupational Therapy support.	Embed OT recommendations within classroom environments and adaptive teaching.	1-3	Trust Occupational Therapist / Inclusion Lead	OT recommendations implemented and reviewed. Improved pupil engagement and independence.
Maintain inclusive access to curriculum enrichment opportunities.	Review participation rates in clubs, visits, residentials and enrichment activities. Identify and remove any barriers.	Termly	Senior Leadership Team / Enrichment Lead / SENDCO	SEND pupils represented proportionately in enrichment opportunities.
Further strengthen Communication, Language and Interaction (CLI) provision.	Continue Communication Friendly Classroom audits and implement recommendations.	Annual. Audit tools, Speech & Language Team support	SENDCo / SALT Team / Inclusion Lead / ELKLAN	Audit outcomes show sustained or improved practice across all classrooms.

Plan to Improve Physical Access				
Objective/Target	Task/Action	Resources/ Timeframe	Lead Person	Monitoring /Success criteria
Evaluate and develop the newly established SEMH Hub.	Monitor impact of the trauma-informed, communication-friendly	Hub resources and staffing	Inclusion Lead / SENDCO	Improved attendance, engagement and

	SEMH provision, including support for pupils experiencing EBSA.	1-2 years		emotional regulation of pupils accessing provision.
Continue to improve sensory-friendly environments.	Review learning environments to reduce sensory barriers including noise, lighting and classroom organisation where appropriate.	2-3 years	SENDCo / Occupational Therapist / Inclusion Lead	Classroom audits demonstrate environments support a wide range of needs.
Ensure physical accessibility remains high quality.	Complete annual accessibility walk and site review to identify any emerging issues regarding access, signage, pathways and facilities.	Annual	Principal / Site Manager	No significant accessibility barriers identified. Actions promptly addressed.

Plan to Improve Information Access				
Objective/Target	Task/Action	Resources/ Timeframe	Lead Person	Monitoring /Success criteria
Ensure information continues to be accessible to all families.	Continue offering translations, large print and alternative formats as required. Publicise availability on the website and academy communications.	Website update. 1 year.	Office Manager / SENDCo	Parents aware of available accessibility support.
Strengthen parental engagement for pupils with SEND.	Seek regular feedback from parents regarding accessibility of information and communication.	Annual reviews / parent drop-in sessions. Annual	SENDCo	Positive parental feedback and identified barriers addressed promptly.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe it is in line with the Equality Act 2010 and it is fair, it does not prioritise or disadvantage any pupil and it helps to promote and encourage equality in our academies.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Data Protection Policy	Any personal information including personal sensitive information	Required to be retained as part of education, statutory process	Principal / SLT, Trust central team, staff or other representative as required as part of the relevant process	Kept on file at academy (and Trust central where appropriate).	Held on file following relevant retention periods (dependent on nature of personal information)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	

