Richard Lander School

School Accessibility Plan

Policy Effective From: September 2026

Responsibility: Assistant Head/Deputy Head/Head/Governing Body

Reviewed and monitored by: Assistant Head/Deputy Head/Head/ Governing Body

Review Date: September 2027

In drawing up the Access Plan the following were consulted:

- SEND governor
- SENDCo / Senior Leadership Team
- Parents / carers
- Students
- Mitie

Richard Lander School recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using the school and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the on-going commitment to the delivery of an inclusive educational provision for one and all, we will strive to ensure that disabled students, parents / carers and visitors enjoy equality of opportunity within not only the physical environment of the School but within the curriculum, written information and associated opportunities.

Definition of Disability:

The Equality Act 2010 defines a disability as when a person has a physical or mental impairment:

- Which is substantial and long term (for over a year)
- Which has an adverse effect on their ability to carry out normal day-day activities.

Key Aims: That all students / adults within our School with a disability have: Total access to our settings environment, curriculum, information and participation within the School community.

As such we will regularly review whether our education (and other) services are both accessible and effective, and take appropriate action if they are not.

There are linked policy documents and information sections in the school prospectus, website, staff reference book, Single Equality Scheme, Admissions' Policy, SEND Policy, SEND Offer and Information report and Behaviour Policy.

Principles:

Compliance with the Equality Act 2010 is consistent with our settings aims, Admissions policy and SEND policy and SEND offer and information report.

Our staff recognise their duty under the equality Act:

- Not to discriminate against disabled students in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled pupils at substantial disadvantage.
- To publish this accessibility plan.

In performing their duties governors have regard to the Equality act 2010 and therefore our setting:

- Recognises and values the young person's knowledge / parent's knowledge of their child's disability.
- Recognised the effect their disability has on their ability to carry out activities.
- Respects parents / carers and the child's right to confidentiality.

This setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Access to the Physical environment / ensuring inclusion to the School Community.

Statement	**Evidence**	**Action Required**
The layout of areas allows access for all students, such as: **Academic areas**: e.g. classrooms, hall, library/ LRSC, ARB **Sporting Areas**: e.g. gym, outdoor sporting facilities **Social areas**: e.g. dining hall, reception, **Outside areas**: e.g. courtyard area and garden, swing, tennis courts and AstroTurf area.	No access restrictions. All levels and areas freely accessible.	
Students who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	All entrances have wheelchair access and all levels of the school (via lifts) are accessible. Staff support students opening internal doors, e.g. classrooms.	
There is a toilet facility able to accommodate a hoist and changing bed in both the mainstream and the ARB. A specialist shower is also available in both.	Tracking and mobile hoist installed within the ARB provision. This provision includes a specialist shower also. There is an accessible toilet in the mainstream PE area which is fitted with track and hoist equipment and a changing bed.	
Pathways around school are safe and well signed. Parking arrangements are logical and safe.	Signs are logical, clear and directional. Parking is clearly defined.	

Emergency and evacuation systems INFORM ALL students. Alarms are visual (flashing) as well as auditory	Red flashing beacons in toilet and other areas – loud auditory signals across the school.	
Tactile signs, including lifts with tactile buttons help disabled learners to use the building.	Lifts have tactile buttons. The rest of the building conforms to the necessary standards.	
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for students with visual impairment, autism or epilepsy	Neutral colour decoration as defined in the planning stage. Simple directional signage. The ARB provision has visually impairment friendly colour contrasts within the student toilets for differentiation purposes. School site refurbished with VI signage and markings annually / as appropriate.	
All areas are well lit	Excellent lighting throughout the school; some areas of the school have been updated with energy saving LED lighting – October 2024 (including the LRSC and the English corridor).	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Room fabric minimises background noise. The school also works closely with the Hearing Support Service to support HI students on an individual basis.	
Furniture and equipment selected, adjusted and located appropriately, e.g. height adjustable tables are available, low level sinks and cookers/hobs etc.	Adjustable and low level furniture is available within the school. Specialist DT rooms have low level facilities and specialist adapted equipment e.g. suction cooking bowls, a digital sewing machine and thermometer, specialist knives and adapted kitchen utensils. School works closely with external agencies and health partners and the equipment loan store.	

Access to the Curriculum

Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support students with a range of disabilities.	School INSET records.	Continue to ensure the rolling programme of specific training takes place each year to support staff and students as required. Training taken place so far includes: • Diabetes training • Epilepsy Awareness and medication administration. • Exam Access Arrangement testing • Team Teach • Intensive Interaction • The 'Teeach' approach (ARB) • Manual handling, personal care and infection control. Awareness sessions on • ASD • ADHD • Speech and language (ARB) • VI • TIS and attachment • PDA traits • Dyslexia • Adaptive teaching
Classrooms are optimally organised for disabled students.	Classrooms are arranged so that all students can access their curriculum provision. EHCP Annual Reviews and TAC meetings also address this as do individual Learning Passports.	Continue to respond to monitoring and evaluation processes including SEND reviews and other meetings, and ensure that individual needs are regularly highlighted and met.
Lessons provide opportunities for all students to achieve i.e. have differentiated materials and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	• Monitoring Calendar, Learning walks, Lesson observations. • Teaching & Learning Group • Department Reviews • Book reviews • Student Voice • Performance management process • Moderation process • Focus groups	Continue whole school monitoring and evaluation process. Maintain effective teaching & learning with continual monitoring of effectiveness.

All students are encouraged to take part in the creative arts and physical activities	Curriculum model and tracking of timetable and provision map for individual students. Disabled and/or ARB students access a full and varied curriculum as per mainstream students albeit in smaller discreet and more appropriate to need groupings. Use of HRF room. Extra-curricular clubs and activities.	Review extra curriculum activities and new termly offers.
Staff recognise and plan for the additional time and effort needed by some disabled students, e.g. adapted communication methods for our hearing impaired students, adapted resources and teaching to support our VI students, also extra time and adapted access arrangements for students will slow processing speed.	• Every teacher is a teacher of SEND school ethos. • Individual Access Arrangements, • TA support • LRSC provision • ARB provision	Annual reinforcement of good practice. Continued staff development and training opportunities are arranged by the SENDCo Liaising with Cornwall Council specialist teams such as VI, Autism Team and SALT.
Disabled students who have difficulty accessing particular activities are given alternative experiences e.g. a different/appropriate form of exercise in PE/sport.	• Individual timetables • Fun Fit programme • ARB Sports for example accessible cricket, tennis, sailing and swimming. • Mainstream swimming. • Curriculum Enrichment activities. • LRSC Interventions for example one to one football.	Regular monitoring of appropriateness and relevant in coordination with relevant professionals.
ICT equipment has been fitted with additional software/hardware to allow access for disabled students.	• Equipment used by disabled students in conjunction with the support services e.g. track pads, accessible keyboards, Narrator, Prodigy and other VI software. • Dyslexia font added to School computers. • Coloured screens can also be accessed.	
School visits, including foreign visits, are accessible to all	To date no student has ever been refused access to a visit or	

mainstream students, regardless of attainment or impairment as long as health and safety is not compromised.	foreign travel opportunity within this context.	
All staff have high expectations for all students.	Ethos of inclusion and 'being the best you can be… every moment counts' extends to all students.	• Review performance through data reviews. • Track students on the Record of Need and other vulnerable groups, including support and pastoral as appropriate • Curriculum teams have been instructed to support and monitor the progress of all vulnerable groups.
All staff strive to remove barriers to learning and participation.	• Attendance in line with national • Ofsted reports • LA monitoring reports • IDSR • ASP data • Student feedback • Parent surveys • Extra-curricular involvement • Lesson Observations • Attendance at lunchtime and after school activities	

Access to Information, advice and guidance

Statement	**Evidence**	**Action Required**
Staff are familiar with technology and practices to assist students, parents and carers with disabilities, e.g. positioning when talking to a hearing impaired learner.	INSET record of training and individualised plans for specific students. Range of methods in which parents can access information from the school.	Continue to highlight students and parents with particular needs. Encourage individual students to take more responsibility for this as they develop. Refer to PDAS team / AAC as required.
All written communication follows an agreed house style using an appropriate font and size, e.g. Arial/Comic Sans Serif size 12 or larger on buff paper where necessary.	• Communications, specified staff offer support to the families of EAL students as required. • Dyslexia boxes available in every classroom. • Web based and hard copy information	

	available to all on request.	
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for students/parents and carers who may have difficulty with the standard printed format.	Clear procedures in place for students and support where possible in communication is provided to families through Student Support.	Continue to meet/refer individual needs to be met when necessary.
The school ensures that both in lessons and in parents' meetings, information is presented in a user-friendly way, e.g. by reading aloud, using IWB, visualisers and PowerPoint presentations etc.	Lesson observations and parental feedback	

Improving Physical Access

	Targets	Action Required	Outcome	Time frame	Goal Achieved
	None currently				

Improving Curriculum Access

	Targets	Action Required	Outcome	Time frame	Goal Achieved
Short Term	All teachers and TAs have the necessary training to teach and support students with a range of Special Educational Needs and Disabilities.	Ensure that there is a rolling programme of specific training each year to support staff and students.	Staff training undertaken that is appropriate to the needs of our students	On-going	Yes via continual / as required staff training programme
Short Term	Classrooms are optimally organised for disabled students and all students to achieve.	Continue to respond to monitoring and evaluation processes, ensuring that individual needs are regularly highlighted.	Appropriate classroom organisation so that students achieve their potential.	Ongoing and regularly reviewed dependent on need at the time.	Ongoing
Short Term	Lessons provide opportunities for all students to achieve i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	Continue whole school monitoring and evaluation of teaching and learning.		Continuous /Termly as part of teaching and learning monitoring schedule	Ongoing
Short Term	Staff recognise and plan for the additional time and effort needed by some disabled students, e.g. adapted communication methods for our hearing impaired students, adapted resources and teaching to support our VI students, also	• Annual reinforcement of good practice. • Annual training • Termly SEND department representative meetings.	Students are fully supported by all teaching staff. Teaching staff supported by SEND team and external	Ongoing	Ongoing

	extra time and adapted access arrangements for students will slow processing speed.	• EAA arrangements and testing	agencies as appropriate.		
Short Term	Disabled students who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport.	Annual Provision Map monitoring. Individual timetables, small group HRF lessons, Fun Fit programme, ARB Sports Day and Curriculum Enrichment activities. Bespoke sessions for individuals based in need.	Students engaged in and benefitting from a variety of activities	Termly	
Medium Term	ICT equipment has been fitted with additional software/hardware to allow access for disabled students.	Continue to use and review ICT equipment used by disabled students in conjunction with the support services e.g. Dragon and VI software. Dyslexia font added to School computers. Coloured screens can also be accessed. Review of efficacy of hand-held devices	Equipment is appropriate for need due to regular reviews.	Yearly and on and individual needs basis.	
Short Term	All staff have high expectations for all students. "Be the best you can be" – add core values	• Review performance through data reviews. Track students on the Record of Need and other vulnerable groups. • All staff and curriculum teams have been instructed to support and monitor the progress of all	Student attainment is at least in line with national. Individual student success.	On-going / Termly	Ongoing

		vulnerable groups.			

Improving Access to Information

	Targets	**Action Required**	**Outcome**	**Time frame**	**Goal Achieved**
Short Term	Staff are familiar with technology and practices to assist students, parents and carers with disabilities, e.g. positioning when talking to a hearing impaired learner.	Continue to highlight students and parents with particular needs Encourage individual students to take more responsibility for this as they develop.	Good parental engagement and communication.	On-going	
Short Term	The school liaises with LA support services and other agencies to provide information to meet the needs of all parent/carers.	Individual needs to be met when necessary	Individual needs met. Good communication with parents/carers.	On-going	