

The London Borough of Richmond-upon-Thames Accessibility Strategy 2009-2012

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. In addition to its duties under SEN legislation, since September 2002, the Local Authority has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to implement an accessibility strategy to increase access to school education for disabled pupils.

This strategy sets out the proposals of the Local Authority to increase access to school education for disabled pupils, in the schools for which it is responsible. The strategy covers the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;

improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1. Starting points

1A. The purpose and direction of the local authority's strategy: vision and values

The London Borough of Richmond upon Thames promotes a positive attitude towards diversity. The local authority is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the authority's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 and in particular the main duties:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the authority is taking to improve access for pupils with a disability. The strategy aims to:

- promote a proactive approach to improving access by
- ensure that the rights of pupils with disabilities are upheld
- support the aims and aspirations of pupils with a disability
- improve access to information, curriculum and the environment
- create a positive attitude towards disability and challenge negative perceptions
- develop a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all users of school sites.

1B. Information from pupil data and school audits

The LA has developed an audit for additional education needs (AEN). The AEN audit supports schools in evaluating their provision for learners with a range of needs. It includes specific questions about access and the provision for pupils with learning difficulties and/or disabilities (LDD). Summary data from the audit indicates that in 70% of the borough's schools AEN provision is good or better.

1C. Views of those consulted during the development of the strategy

The following list of individuals and groups will be included in the consultation process. This process has been highlighted in Appendix D.

Schools and Chairman of Governors

A sample selection of parents

A sample selection of pupils

Disability Groups – DEAP (Disability Equality and Accessibility Partnership)

Head of Leisure (community sports centres)

Paediatric Occupational Therapists – Social Services

Diocesan Board representatives

Capital Strategy Group

Early Years Team

Access Liaison Group (H&S Manager, Building Development and SEN Case Officer representatives on group)

Children with learning difficulties and or disabilities partnership group

See Appendix D

2. The main priorities in the Framework strategy

2A. Increasing access to the curriculum for disabled pupils

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

The National Curriculum statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

1. Setting suitable learning challenges
2. Responding to pupil's diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.

The Disability Discrimination Act 2001 requires schools to make reasonable adjustments for pupils with disabilities, this includes adjustments to the curriculum to enable pupils with disabilities to access learning.

In the London Borough of Richmond Upon Thames schools are supported in responding to these requirements by a variety of mechanisms. The borough is also proactive in monitoring school's responses to these challenges.

Current Practice

- The LA has two special schools and twelve special units, incorporated within mainstream schools across the borough. The special schools and units provide specialist support meeting a range of learning needs. Provision is kept under regular review to ensure that it reflects current needs. The units and schools are subject to inspection to maintain the high quality of provision
- Schools and pre school provision are supported by the following teams; Learning Needs Team, Educational Psychology, Area SENCOs, Advance Skills Teachers, Strathmore Special School outreach work and the behaviour support team.

- Termly multi-professional meetings (MPM) at all primary schools attended by Headteacher, SENCo, Learning Needs Advisory Teacher, Educational Psychologist, Education Welfare Officer, and School Nurse. The MPM is a forum where individual pupils and school improvement issues related to SEN and disability may be discussed.
- Good practice in supporting pupils with Additional Educational Needs (AEN) is identified and promoted through the LBRUT Audit of AEN that is lead by the Learning Needs Team.
- Specialist Training is provided through; a central programme at the Curriculum and Training Centre; school based training provided in response to issues identified through multi-professional meetings and the Audit of AEN; the SENJIT (Special Education Joint Initiative in Training) outreach programme re foundation and masters level modules in Special Educational Needs and Inclusive Education, from the University of London; outreach work of Strathmore Special School.
- Pre-school children at risk of educational failure are identified and supported by; Area SENCos, pre-school planning meeting, Windham Centre.
- Consistent Practice in identifying pupils with Learning Difficulties and or Disabilities (LDD) and a common understanding of levels of need is achieved through the publication of the 'Guidance on School Action, School Action Plus and Statutory Action' by LBRUT. This guidance is promoted at MPMs by the Educational Psychology Service and the Learning Needs Advisory Teachers.
- Good practice in developing differentiated curricula is shared through: school SENCo cluster meetings, subject panels, collection of materials when conducting audits of AEN provision and the LNT web pages on the school's extranet.

Priorities

- School Improvement Partners (SIPS) places the achievement of pupils with LDD at the heart of the school improvement agenda.
- Monitor progress of pupils working at P levels, and share expectations with schools.
- Ensure that all schools comply with disability equality duty requirements to write disability equality schemes.

- Raise the profile and expectations of those with specialist skills in special schools and units, enabling further outreach work and sharing of expertise.
- Build capacity of secondary schools for supporting pupils working below level 4.
- Develop a self-review tool for special units.

2B. Improvements to the physical environment of schools

The Local Authority has been improving the physical access to schools in the borough and Appendix E provides a summarised list of works undertaken over the period 2006-2010, this will be update annually.

Improved access to the physical environment can be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, designated storage space or by reallocating rooms to particular subject specialisms. The physical environment includes: steps, stairways, kerbs, exterior surfaces and pavings, parking areas, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, décor, signage, furniture, etc. Aids to assist physical access include: ramps, handrails, widening doorways, electro-magnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, visual signs that mark routes around the building, etc.

In addition, new specialist facilities have been built, including the Autistic Spectrum Disorder (ASD) unit for secondary age pupils at The Gateway based at Whitton School and Sports College. The Croft Centre is being refurbished and due to be completed in 2011.

The Local Authority ensures that the needs of individual pupils with a physical disability are assessed and adaptations are made to the relevant school. The Local Authority ensures that any building works undertaken on existing school buildings incorporates, wherever possible, improvements to the physical environment of schools. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to pupils with a disability.

Capital works to improve the physical environment may be funded through Access Initiative funding for community schools, Local Authority Co-ordinated Voluntary Aided Programme (LCVAP) funds for voluntary aided schools, and through devolved formula capital

allocations by community and VA schools. Other Local Authority capital projects that incorporate physical improvements may be funded through the Modernisation or Education Planned Maintenance allocations.

The planning duty also covers physical aids to access education, including: ICT equipment, enlarged computer screens and keyboards, switches, specialist desks and chairs, and portable aids for pupils with poor motor co-ordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils, etc. These physical aids may be supported through the schools own budgets or through specific budgets such as SEN where decisions are made by the SEN panel. Advice regarding purchasing specialist equipment might be offered by physiotherapists, occupational therapists or ICT assessment.

The Strategy will be to ensure the continuous improvement of the physical environment of schools to increase accessibility. This includes the Building Schools for the Future One-school Pathfinder project that is underway to re-build Teddington secondary school and the Academies programme that will ensure full accessibility, including meeting acoustic regulations in various rooms. It is also being considered when implementing the Local Authorities Primary Strategy for Change, which details Richmond's overall vision for primary and special schools including the primary expansion programme that is currently underway.

Existing support

- Access audits were undertaken for all school in December 2004/January 2005
 - Provides priorities for works required to improve physical access for both schools and Local Authority
- Access Liaison Group
 - Review applications for access initiative funding
 - Participate in on-site visits to assess requirements to meet individual needs
 - Representation from SEN Team, Health & Safety and Building Development Team – can call on additional expertise from Property Services, Occupational therapists, Medical professionals and Support Assistants
 - Review Access Audits for strategic approach to development
- Information
 - Making Schools Accessible Resource Pack made available on the Building Development Team website pages
 - Information and useful websites made available through the Building Bulletin
 - Minutes of Access Liaison Group meetings are available on the Building Development Team website pages

- Pupil transfers from primary to secondary school education
 - Early Years – meet with Head of Early Years Team to determine needs of individual pupils
 - Notification of individual pupils needs through established liaison with SEN Team addressed by Access Liaison Group
 - Schools can alert Access Liaison Group of pupils new to the borough and at any key stage

- Accessibility Plans
 - On-going advice to school staff and governors when reviewing and updating their plans
 - Provision of feedback in line with the new Accessibility framework

- Capital projects
 - Ensure accessibility issues are at the forefront of capital build projects
 - Encourage schools to incorporate improved accessibility when using devolved formula capital for capital projects
 - Ensure accessibility issues are also addressed through liaison with diocesan representative meetings and LCVAP

Physical improvement work in schools from 2006

See Appendix E

Priorities

- Review and provide feedback to schools on their Accessibility Plans in line with DCSF criteria
- Provide training and on-going advice to schools on Disability Equality Schemes (DES)
- Review school access audits to help prioritise works in terms of accessibility
- To work in conjunction with the admissions team, marketing and communications team and schools to develop admissions brochures and school prospectuses to provide information on level of accessibility and specialist facilities in our schools
- To promote the importance of incorporating accessibility features into all school building and refurbishment projects, in line with DCSF Building Bulletin 102 and Part M of the Building Regulations.

2C. Improving the provision to disabled pupils of information that is provided in writing to pupils who are not disabled

Consistent with the requirements of the DDA pupils will be given information in whatever format they need to enable accessibility.

- An assessment of individual need will determine the specific requirements to enable pupils to access information. Teachers of the visually impaired would carry out these assessments and specialist equipment i.e. Braille, Braille Note, CCTV, tape recorders, specialist talking software computers large print books would be provided to the pupil by the LA.
- Schools accept a responsibility to provide access for sensory impaired pupils to information displayed around the school, this could be in large print, Braille or BSL signs.
- The RNIB suggest that a font of size 14 Aerial should be the **minimum** requirement for information accessibility for visually impaired pupils. However individual font access is advised by the teacher of the visually impaired and is generally in excess of this.
- Modification of language when required to take into the account of the language needs of a hearing impaired pupil would need to be undertaken under the direction of a teacher for the hearing impaired
- A 'screenreader' software programme which enables the web to be read to the visually impaired pupil
- Consideration for pupils with learning difficulties, symbols supported communication and plain English.

Improving the acoustic conditions for sensory impaired pupils

- Both hearing and visually impaired pupils require acoustic properties of the classroom to be taken into account, as the presence of ambient noise is a detrimental to speech perception. To date the use of Soundfield systems have been exclusively used with hearing impaired pupils and many schools in the borough have benefited from their use. Future use with the visually impaired may be explored.
- Schools in the Borough built after 2003 will be expected to comply with the specified government requirements as regards to acoustic conditions.
- Radio Aids are supplied by the LA to individual pupils with hearing impairment who require a higher signal to noise ratio and are done so on the advice of the education audiologist

- Individual Soundfield systems can be loaned for short periods by the Advisory and Support Service for pupils with Auditory Processing Difficulties and occasionally for hearing aid users, and advice can be given about purchasing them.

Improving the general environment access for sensory impaired pupils

The LA has provided

- Blinds, curtains and carpets are used when appropriate to improve acoustic properties for hearing-impaired pupils and help with visually impaired pupils who are photosensitive.
- Highlighting of potential hazardous objects in playgrounds
- Stairwell enhancement
- Levelling of playground areas
- Tactile surfacing to help with navigation skills

Further improvements could be in the form of:

Flashing light systems linked to fire alarms and other sound systems. These should be visible in classrooms and in general areas such as toilets.

3. Making It Happen

3A. Management, co-ordination and implementation

A core planning group was set up to co-ordinate and implement Richmond's accessibility strategy. The key officers shared specialist knowledge from areas such as school improvement, building development, support services and special educational needs. The following Officers will be responsible for the development, implementation, review and evaluation of the strategy:

Keith Tysoe, Inspector Children with Learning Difficulties and or Disabilities
Beverly Butler, Building Development Manager
Claire Briggs, Building Development Officer
Sarah Herbert, Learning Needs Advisory Teacher
Catherine Routley, Sensory Impairment Support and Advice Manager

The accessibility strategy links to the following policies to assist with successful accessibility planning within our schools:

- The Children and Young Peoples Plan
- National Curriculum Inclusion Statement
- The Education Asset Management Plan
- School Development Plans
- SEN Policy
- SEN Code of Practice
- Race Equality scheme
- Health and Safety guidance and policies
- Other national strategies
- Disability Equality Scheme
- Guidance on Schools Action, School Action Plus and Statutory Action.

The core group of LA officers will review the strategy annually. A full evaluation will be carried out at the end of the period 2009-2012. This evaluation of the strategy will be reported to the groups identified through the consultation process. Part of this process will involve receiving feedback from schools, pupils and parents on works/strategies adopted during this period, which will inform the evaluation.

3B. Accessibility of the strategy itself

The London Borough of Richmond's Accessibility Strategy has been produced to maximise ease for all to obtain and read.

Hard copies are available from the Education and Children's Services Department by telephoning 020 8891 7563 or minicom 020 8831 6001. All Council documents and policies are available in Braille, large print, audio tape and another language if required. Plain English has been used wherever possible, a minimum of point 12 font size has been used and we have avoided use of pictures. A glossary has also been included as an appendix.

The Accessibility Strategy has been distributed to all schools, Chairs of Governors, Capital Strategy Group, Diocesan Board representatives and other colleagues and partners via the Building Development Team's Building Bulletin. The Building Bulletin is a regular bulletin aimed at making schools aware of funding opportunities, guidance from the LA and DCSF, latest initiatives, and general advice.

It has also been placed on the Council's website and Education Extranet.

Translation Advice

If you have difficulty understanding this publication, please visit reception at the address below where we can arrange a telephone interpreting service.

**Nese keni veshtersi per te kuptuar kete botim, ju lutemi
ejani ne recepcionin ne adresen e shenuar me poshte ku ne
mund te organizojme perkthime nepermjet telefonit.**

Albanian

**إذا كانت لديك صعوبة في فهم هذا المنشور، فنرجو زيارة الإستقبال في
العنوان المعطى أدناه حيث بإمكاننا أن نرتب لخدمة ترجمة شفوية
هاتفية.**

Arabic

**এই প্রকাশনার অর্থ বুঝতে পারায় যদি আপনার কোন সমস্যা হয়, নিচে দেওয়া
ঠিকানায় রিসেপশন-এ চলে আসুন যেখানে আমরা আপনাকে টেলিফোনে দোভাষীর
সেবা প্রদানের ব্যবস্থা করতে পারবো।**

Bengali

**اگر در فهمیدن این نشریه مشکلی دارید لطفا به میز پذیرش
در آدرس قید شده در زیر مراجعه نمایید تا ترتیب ترجمه
تلفنی برایتان فراهم آورده شود:**

Farsi

**જો તમને આ પુસ્તિકાની વિગતો સમજવામાં મુશ્કેલી પડતી હોય તો, કૃપયા
નીચે જણાવેલ સ્થળના રિસેપ્શન પર આવો, જ્યાં અમે ટેલિફોન પર ગુજ
રાતીમાં ઈન્ટરપ્રિટીંગ સેવાની ગોઠવણ કરી આપીશું.**

Gujarati

ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਸ ਪਰਚੇ ਨੂੰ ਸਮਝਣ ਵਿਚ ਮੁਸ਼ਕਲ ਪੇਸ਼ ਆਉਂਦੀ ਹੈ ਤਾਂ ਹੇਠਾਂ ਦਿੱਤੇ ਗਏ ਪਤੇ ਉੱਪਰ ਰਿਸੈਪਸ਼ਨ 'ਤੇ ਆਓ ਜਿੱਥੇ ਅਸੀਂ ਟੈਲੀਫੋਨ ਤੇ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਇੰਟਰਪ੍ਰਿਟਰ ਦਾ ਪ੍ਰਬੰਧ ਕਰ ਸਕਦੇ ਹਾਂ।

Punjabi

اگر آپ کو اس اشاعت کو سمجھنے میں کوئی مشکل ہے تو، براہ کرم نیچے دیئے ہوئے ایڈریس کے استقبالیے پر جا کر ملیئے، جہاں ہم آپ کیلئے ٹیلیفون انٹرپرائیٹنگ سروس (ٹیلیفون پر ترجمانی کی سروس) کا انتظام کر سکتے ہیں۔

Urdu

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Children's Services and Culture, First Floor, Regal House, London Road, Twickenham, TW1 3QB.

LA ACCESSIBILITY STRATEGY ACTION PLAN - PHYSICAL

APPENDIX A

Improvements to the physical environment

Priority	Action	Responsible person	Timescale	Outcome
Review improvements to the physical environment undertaken during the period 2006-2009	Table works undertaken by the LA through Access Initiative funding route by school.	Building Development Officer	31 August 2009	Provide an overview of the level of accessibility for each school
	Compile information on works undertaken by schools.	Building Development Officer	31 August 2009	
Provide advice and guidance for schools for the development and or updating of Accessibility Plans for 2009-2012	Send guidance to schools via Building Bulletin and make available on website	Building Development Team	On-going	Schools to recognise their responsibilities under the DDA duty and to complete a comprehensive 3-year Accessibility Plan.
Training was provided for schools on Schools Disability Equality Schemes during 2007. LA to monitor all schemes are in place and	Request schools send the Building Development Team a copy of their DES	Building Development Team	31 March 2007 initial training undertaken. Guidance and advice on-going	Schools to recognise their responsibilities and how this relates to the Accessibility Plan.

being monitored.				
Review Access Audits	To review Access Audits for all schools. Last updated January 2005.	Building Development Officer	September 2010? Dependent on budget available	To assist schools and LA to continue to prioritise improved access to the physical environment.
Primary Admission brochures and School Prospectus brochures to provide information on the level of accessibility in schools.	To extract information from Access Audits in summary format. To liaise with Admissions Team for brochure update timetable. To advise schools on information to be included. To confirm information provided within Early Years brochures and respond accordingly.	Building Development Team with Admissions Officer	For publication of future brochures. Secondary brochures included symbols for 2010/2011 academic year. Look at Primary brochures	To provide good information for parents on the accessibility of different schools so that it can inform the expression of parental preferences.
To further develop good systems for early information about pupils coming into and moving through the school system.	Continue the liaison with SEN team of known pupils with disabilities or learning difficulties. Reminder to schools via Building Bulletin and website to inform LA of any new pupils	Access Liaison Group.	By 31 March annually Updates to coincide with annual admissions cycle.	To ensure all pupils are accounted for and any required works are undertaken in good time to ensure smooth transition. To address accessibility needs of individual pupils.

<p>incorporating accessibility features into all school site building and refurbishment projects initiated by the school.</p>	<p>website “Making Schools Accessible – Access Resource pack” that includes details on Part M Building Regulations.</p> <p>To raise awareness of the DCSF guidance: Building Bulletin 102 Designing for disabled children and children with special educational needs.</p> <p>Add a section to bid forms for future funding opportunities on accessibility aspects of proposed projects.</p> <p>Website - add information on Sensory Advice and Support Service.</p>	<p>Sensory Advice and Support Service</p>	<p>On-going</p>	<p>information and guidance available.</p> <p>To ensure accessibility issues are considered at an early stage of any school project.</p> <p>Headteachers and Chairs of Governors ensure that architects/contractors employed by the school are clear of the LA Accessibility Strategy.</p> <p>New staff and governors aware of accessibility issues as a result of regular updates.</p>
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LA ACCESSIBILITY STRATEGY ACTION PLAN - CURRICULUM

APPENDIX B

Increasing Access to the Curriculum for Disabled Pupils

Priority	Action	Responsible person	Timescale	Outcome
Improve provision at wave 1 (quality first teaching) for pupils who have disabilities.	<p>Appoint 5 Leading Teachers for Inclusion to support and promote good practice at wave 1.</p> <p>Promote the Inclusion development programme to schools as a CPD opportunity.</p>	<p>Learning needs advisory teachers. KT</p> <p>Leading teachers, learning needs advisory teachers, KT.</p>	<p>Autumn 2010, initial appointments of Leading Teachers for Inclusion and training for Leading Teachers for Inclusion.</p> <p>IDP launch on ASD June 2009.</p> <p>IDP launch on BESD June 2010.</p>	Outcomes for pupils with LDD are improved.
Monitor progress of pupils working at P levels, and share expectations with schools.	<p>Continue to collect P scale data for children at KS2-4.</p> <p>Track progress of identified pupils working at P levels over 3 years.</p> <p>Continue moderation systems for P level descriptors.</p> <p>Make use of published</p>	<p>Inspector KT.</p> <p>Learning Needs Advisory Teachers</p> <p>Learning Needs Advisory Teachers with teachers in charge of units.</p>	<p>ongoing</p> <p>September 2009</p> <p>Teachers in charge meet for first round of p-level moderation in autumn 09.</p>	<p>LA has reliable comparative data on the progress of children working at P levels, and can identify best practice.</p> <p>Teachers in charge agree approach to moderation and share understanding of P-levels.</p>

	guidance from DCSF			
Ensure that schools continue to comply with disability equality duty requirements to write disability equality schemes, and review and update as required	<p>Monitor Compliance.</p> <p>Continue to provide materials on school's extranet on writing and reviewing disability equality schemes.</p>	<p>Building Development Officer and Inspector, KT</p> <p>Building Development Officer, Learning Needs Advisory Teachers, Sensory Support Team.</p>	<p>December 2009 and further round December 2012.</p> <p>July 2009 and ongoing.</p>	All schools submit disability equality schemes that are fit for purpose, and lead to improved access to the curriculum for pupils with disabilities.
Improve provision for pupils with severe learning difficulties in mainstream schools and units.	<p>Identify and provide funding for those specialists undertaking outreach work.</p> <p>Learning Needs Team to work with specialist outreach workers to provide a training/mentoring course based on materials from Birmingham university.</p>	<p>Inspector KT</p> <p>Learning Needs Advisory Teachers, with Strathmore school</p>	first course complete July 2010	<p>Training and mentoring provided for one cycle.</p> <p>Evaluations show 100% good or very good.</p> <p>Pupils with SLD are well supported and make appropriate progress.</p>
Build capacity of secondary schools for supporting pupils working below level 4.	Provide training package for SENCOs to deliver to departments or faculties regarding working with pupils below level 4.	Learning Needs Advisory Teachers.	March 2010	Secondary schools support pupils working below level 4 appropriately. This has a positive impact on the achievements of these

	Train SENCOs to deliver package.			pupils.
Advice and training regarding supporting pupils with disabilities at wave 3 is available locally, in quindrats and schools.	Learning Needs Advisory Teachers attend SENCO quindrat meetings. Priorities are agreed and addressed with SENCOs at quindrat meetings.	Learning Needs Advisory Teachers.	Start with quindrat SENCO launch meetings in September 2009. Ongoing thereafter.	SENCOs have routes to advice and support re pupils at wave 3. Schools support pupils at wave 3 more effectively.
Develop use of ICT strategies for pupils with disabilities in schools to support learning and develop independence.	<p>Training is available to school staff in ICT strategies for supporting pupils with disabilities.</p> <p>Facilities in Ham room at the Curriculum and Training Centre are developed.</p> <p>Specialist training providers are bought in. KT to identify funds to support this.</p> <p>Small kit of simple alternative input devices available for basic assessment purposes when requested by schools/Special</p>	<p>Learning Needs Advisory Teachers.</p> <p>Learning Needs Advisory Teachers and Tina Cruise.</p> <p>Learning Needs Advisory Teachers and KT.</p> <p>Learning Needs Advisory Teachers. KT</p>	<p>Clicker 5 training 27 Jan 2010</p> <p>Wave 1 ICT training 16 March 2010.</p> <p>ICT to be present in other training sessions when possible.</p>	Pupils with disabilities have their needs for ICT met appropriately.

	Educational Needs panel.			
Schools audit their provision and effectiveness for pupils with LDD.	<p>Develop online version of Audit of AEN.</p> <p>Launch to schools.</p> <p>Identify schools in need of additional support. School support defined on 3 level model, core, core plus and enhanced.</p>	<p>Learning Needs Advisory Teachers with Peter Cowley and Keith Tysoe</p> <p>Learning Needs Advisory Teachers and KT</p>	September 2010	Mainstream schools in need of support are identified. Schools are aware of their own strengths and needs relating to making reasonable adjustments for pupils with disabilities. Schools ensure that needs are addressed and strengths are shared and celebrated.

LA ACCESSIBILITY STRATEGY ACTION PLAN – INFORMATION

APPENDIX C

Increasing Access to the Curriculum for Disabled Pupils

Priority	Action	Responsible person	Timescale	Outcome
Improve acoustics within schools	To ensure clear communication	Advice from teacher of the hearing impaired working in conjunction with school	On going	To improve access
	Where possible sound absorbing materials such as curtains, acoustic ceiling, carpets and pin boards; which help reduce reverberation should be used.	Advice from teacher of the hearing impaired. Works carried out by Buildings Department	On going	To improve sound quality for all
Improve access for individual pupils with a hearing impairment	Personal radio aids	Teacher of the hearing impaired/SEN department (for purchasing)	When required	Improvement of accessibility of curriculum for radio aid wearer
Improving access for all children	Soundfield amplification	Advice from teacher of the hearing impaired. School SENCO Buildings Department. (except in case of voluntary aided schools)	When required	Improvement of accessibility for all
Acoustics and means of escape	Fire alarms should be provided with visual warning systems to alert hearing impaired pupils.	Advice from teacher of the hearing impaired working with Buildings Department	When required	Hearing impaired pupils are not disadvantaged should an emergency arise.

To be aware of the effects of light levels	Task lighting may be required for specific individuals Use of blinds when required	Advisory Teacher of the visually impaired/SENCO/Buildings Department	When required	To enable curriculum access
	Possibility of interference with hearing enhancement systems.	Advisory Teacher of the Hearing Impaired/SENCO/Buildings Department		To enable strong acoustic signal to be maintained
To make signage accessible to all	<ul style="list-style-type: none"> • Contrast between lettering and sign background • Awareness of effect of glare • Use of contrast • Tactile information, - sound button/Braille /embossed signs located in an accessible 	Advisory Teacher of the Visually Impaired/SENCO/Buildings Department	When required	To reinforce independence for visually impaired pupils. ally impaired pupils

<p>To enable visually impaired pupils to identify location of main features of an area (doors and windows)</p>	<p>Selection of colours which provide clear contrast between main features</p>	<p>Advice from Teacher of the Visually Impaired/Buildings Department</p>	<p>When required</p>	<p>To enable visually impaired pupils to move around the school environment as independently as possible</p>
<p>To enable access for recreation</p>	<ul style="list-style-type: none"> • Contrast with potential hazards • Clear routes • Accessible play equipment 	<p>Advice from Teacher of the visually impaired/buildings department</p>		<p>Allow safe area for recreation and sport activities</p>

LA ACCESSIBILITY STRATEGY ACTION PLAN – VIEWS OF THOSE CONSULTED

APPENDIX D

Views of those consulted

Priority	Action	Responsible person	Timescale	Outcome
Obtain feedback on improvements to physical environment already undertaken.	<p>Select a sample number of schools where physical access has been improved:</p> <ul style="list-style-type: none"> a) Wheelchair users b) Soundfield systems <p>Arrange a group discussion or one-to-one meetings to obtain feedback and suggestions.</p>	Building Development Officer	31 March annually	<p>Clear indication of what is good and what is bad.</p> <p>Gather suggestions for improvement to feed back into the process.</p>
Obtain regular input from parents and pupils for physical environment adaptations.	<p>Ensure process to meet individual pupils needs include input from parents and pupils at initial meetings.</p> <p>Ensure process includes feedback form following adaptations.</p>	Building Development Team		<p>Provides evaluation of work undertaken and input into future adaptations.</p> <p>Ensure LA is getting it right in meeting the needs of individuals.</p>

	Ensure process enables feedback to be taken into account on future adaptations.			
Seek the views of parents through forums or surveys.	Schools to include accessibility related items within their satisfaction surveys	All schools	Annually	
Obtain views of Diocesan representatives on accessibility of VA schools.	Discuss at regular meetings scheduled three times per annum, when we are advised of individual pupils starting or transferring to VA schools			
Obtain views of the Disability, Equality and Accessibility Partnership (DEAP) on the draft LA Accessibility Strategy	Present Strategy to meeting of DEAP. Decide on focus and how to elicit feedback and ideas.	Building Development Manager, Director of Education and Children's Services,	During 2009/2010 academic year	Provide forum an opportunity to incorporate views of the Partnership.
	Consult with health colleagues Consult with social services colleagues			

	<p>School transport services.</p> <p>Sports facilities</p> <p>External groups – Richmond Parent Action Partnership Group Friend of Crofters Group</p>			
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**ACCESS INITIATIVE COMPLETED
PROJECTS IN 2006-2007**

APPENDIX E

School	Project	£
Chase Bridge Primary School	Adaptions for wheelchair user in year one including hoist, changing bench and ramps and fees	18,837.90
Chase Bridge Primary School	Soundfield System	880.00
Darell Primary School	Soundfield System	1,197.00
Hampton Hill Junior School	2 x Soundfield System relocation fee	400.00
Hampton Hill Junior School	Adaptions for wheelchair user including 2 x evac chairs, retention for lift project in 05/06, ramps and handrails	11,590.00
Hampton Hill Junior School	Disabled Lift project retention from 05/06 project	2,160.00
Hampton Hill Junior School	Ramps & Handrails	7,370.00
Hampton Wick Infants & Nursery School	Ramp to Nursery including fees	8,165.00
Hampton Community College	Lift (part of Secondary & Special Investment Programme)	41,500.00
Hampton Community College	Toilet/shower facility	23,500.00
Heathfield Junior School	Soundfield System in Language Unit & Hall	3,500.00
Heathfield Nursery & Infant School	Folding Changing Bench	300.00
Orleans Infants & Nursery School	Adaptions for shower, changing & WC	41,393.15
Orleans Park School	Widening of doors in Art Dept including fees	19,552.00
Shene School	Various Handrails and 5 x Evac chairs	13,985.00
Shene School	Soundfield System Sports hall	3,393.00
Stanley Infants & Nursery School	Accessible Toilet including fees	25,900.73
Stanley Infants & Nursery School	Part of Large New Build - Classroom	15,850.00
The Vineyard Primary School	Blinds for 2 x year 5 Classrooms	1,226.00

The Vineyard Primary School	Rubber Matting	129.95
The Vineyard Primary School	Soundfield System	1,100.00
Waldegrave School for Girls	Soundfield System in Drama Studio	1,100.00
Windham Nursery	Handrails	300.00
	Total	243,329.73
ACCESS INITIATIVE COMPLETED PROJECTS 2007/2008		
School	Project	£
Chase Bridge	Resurfacing and ramps	32,225.00
Chase Bridge	Soundfield System	1,055.00
East Sheen Primary	Ramp	4,000.00
Hampton Community College	Lift	41,500.00
Hampton Community College	Door widening	4,700.00
Hampton Junior School	Wet room facility	26,188.00
Hampton Wick	Ramps to nursery and reception classroom	4,820.00
Nelson Primary School	Accessible toilet	9,500.00
Stanley Junior School	Blinds	600.00
The Russell Primary	Path widening	13,963.00
The Vineyard Primary	Various accessible adaptations, including wet room, ramps etc	48,465.00
Whitton School	Various adaptations for wheelchair user & visually impaired pupil	65,279.00
Secondary school hall soundfield systems	All community secondary schools	24,244.00
	TOTAL	276,539.00

ACCESS INITIATIVE COMPLETED PROJECTS IN 2008-2009		
School	Project	£
Chase Bridge	Accessible car bay/zone lines	478.00
Collis Primary	Handrails	475.00
Collis Primary	Ramp	1,550.00
Darell Primary	Portable Soundfield System	649.00
Hampton Hill Junior	Relocation of Soundfield System	225.00
Hampton Junior School	Sensory Room	21,285.00
Orleans Infant & Nursery	2 x ramps	382.00
Orleans Park School	Door widening	2,968.00
Shene School	Contribution towards lift	50,000.00
Stanley Infants	SEN unit accessible doors	8,190.00
The Russell Primary	Blinds	818.00
The Vineyard Primary	Year one various adaptations (door widening, ramps etc)	23,685.00
Whitton School	Storage for Braille and specialist equipment	10,650.00
Contribution to school expansion programme	Phase one	115,425.00
	Total	236,780.00
ACCESS INITIATIVE COMPLETED PROJECTS IN 2009-2010		
School	Project	£
Chase Bridge Primary	Ramp ICT Suite	1,485.00
Collis Primary	Soundfield System x 2	1,215.00
Hampton Infants	Soundfield System x 2 (1 classroom, 1 hall)	3,500.00
Hampton Wick Infants	Accessible WC and ramp	7,444.00

Hampton Wick Infants	Soundfield System x 6 (5 classroom, 1 hall)	8,046.00
Hampton Wick Infants	Playground adaptations for visually impaired pupil	6,852.00
Hampton Hill Junior	Relocate 2 x soundfield systems	450.00
Lowther Primary	Year 3 class hush-ups	160.00
Orleans Infants & Nursery	Accessible WC and ramp	7,598.00
Orleans Infants & Nursery	Hoist for pupil	2,306.00
Stanley Junior School	Adjustable furniture for pupil	1,016.00
Orleans Park School	Accessible WC	15,290.00
Orleans Park School	Changing block accessible adaptations	40,000.00
Teddington School	2 x Evac Chairs	2,213.00
The Vineyard Primary	Year two classroom adaptations	3,880.00
The Vineyard Primary	Hydraulic hoist lift parts	427.00
Contribution to school expansion programme	Phase 2	115,425.00
	Total	217,307.00

Glossary

APPENDIX F

AEN – Additional Educational Needs

ASD – Autistic Spectrum Disorder

BSL – British Sign Language

DCSF – Department for Children, Schools and Families

DDA – Disability Discrimination Act

DEAP – Disability, Equality, Adversity Partnership

DES – Disability Equality Scheme

H&S – Health and Safety

ICT – Information Communication Technology

LA – Local Authority

LBRUT – London Borough of Richmond upon Thames

LCVAP – Local Authority Co-ordinated Voluntary Aided Programme

LDD – Learning Difficulties and or Disabilities

LNT – Learning Needs Team

MPM – Multi-Professional Meeting

P – Levels/Scales - P scales are set of indicators for recording the achievements of pupils with Special Educational Needs (SEN) working towards level one in the national curriculum programmes of study

RNIB – Royal National Institute for the Blind

SEN – Special Educational Needs

SENCo – Special Educational Needs Co-ordinator

SENJIT – Special Education Joint Initiative in Training

SILO – School Improvement Lead Officers

WAI – Web Accessibility Initiative