



# RICHARD DE CLARE COMMUNITY ACADEMY 2026 - 2029

## Our Vision

"Dream Big, Work Hard, Believe and Achieve

## Inclusion Statement

Richard de Clare Community Academy seeks to foster warm, welcoming and respectful environments, and aim for every child in our school to achieve the most successful individual outcomes, regardless of disability, educationally, socially, in their personal life and within the local community. We strongly believe that every child is unique and each individual's unique needs must be recognised, identified and met as early as possible in order to support each child as effectively as possible. Our accessibility plan intends to achieve this by empowering and supporting every child to reach their own full potential.

## Accessibility Plan

| Target                                                                                                        | Strategies                                                                                                                                                                                                                           | Outcome                                                                                                                                                                                           | Time frame                                                                                                                                            |
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| <b>Improvements to the Provision of Information</b>                                                           |                                                                                                                                                                                                                                      |                                                                                                                                                                                                   |                                                                                                                                                       |
| To ensure that the accessibility plan becomes an annual item at the LCG meetings.                             | Clerk to governors to add to list for LGC meetings.                                                                                                                                                                                  | Adherence to legislation                                                                                                                                                                          | Annually                                                                                                                                              |
| To ensure that all policies consider the implications of access for disabled members of the school community. | Consider during review of policies.<br>Staff responsible to ensure that equality and disability is identified within each school policy.                                                                                             | Policies reflect current legislation.                                                                                                                                                             | Termly actions arising to be raised with SLT.<br><br>Annually – as policies are reviewed by subject leaders. SLT, Governors and Bridge Academy Trust. |
| To ensure that all parents who may have a disability can access school events and information.                | Positive stakeholder relationships to ensure effective communication and proactive engagement.<br><br>Some but not all strategies used: large scale print for reports/ newsletters/ 1:1 personal verbal correspondence if requested. | All parents are able to engage fully with the life of the school, making any reasonable adaptations if requested on a disability basis.<br><br>All communications can be accessed by all parents. | Ongoing                                                                                                                                               |



| Improvements to the Physical Environment                                                                                                                                                                                                                                             |                                                                                                                                                                                                       |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                |
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| <p>Ensure that, where possible, the school buildings and grounds are accessible for all children and adults.</p> <p>We continue to improve access to the school's physical environment for all and are mindful of our responsibilities under the public sector equality act 2010</p> | <p>Audit of accessibility of school buildings and grounds by HT, Site Manager and Estates and Compliance Director (BAT).</p> <p>Suggest actions and implement as budget allows or as need arises.</p> | <p>Modifications will be made to the school building to improve access as and when required.</p> <p>Equality of access is considered when developing the physical environment. Relevant advice sought.</p> | <p>Termly health and safety check to be completed by Site Manager which includes accessibility.</p> <p>Annual review of building accessibility.</p> <p>Ensure access for disabled pupils through project meetings in relation to any new refurbishments due to take place.</p> |
| <p>Continue advice on accessibility linked to new pupils who may have a disability.</p>                                                                                                                                                                                              | <p>SENDCO and Headteacher to lead to ensure the needs of all new intake children are highlighted and considered before transition.</p>                                                                | <p>Advice sought from professionals involved with the individual and plans to make adaptations in place as and when necessary.</p>                                                                         | <p>Annual review of building accessibility.</p>                                                                                                                                                                                                                                |
| Increased Access to the Curriculum                                                                                                                                                                                                                                                   |                                                                                                                                                                                                       |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                |
| <p>To ensure all children, regardless of their disability, have full access to the curriculum.</p>                                                                                                                                                                                   | <p>Class teachers, SENDCO, LSAs, parents and specialists working with the child have input into planning and adaptation of the curriculum.</p>                                                        | <p>All children are accessing the curriculum across the school.</p>                                                                                                                                        | <p>Ongoing annually. Any new curriculums adopted, accessibility is assessed prior.</p>                                                                                                                                                                                         |
| <p>To continue to train staff to enable them to meet the needs of children with a range of SEND.</p>                                                                                                                                                                                 | <p>SENDCO to review the needs of children and provide training for staff as needed, either internally or outsourced.</p>                                                                              | <p>Staff can support all children to access the curriculum.</p>                                                                                                                                            | <p>Ongoing.</p>                                                                                                                                                                                                                                                                |



## Medical

Access training if a child presents with medical and or intimate care needs such as specific training for diabetes, epilepsy, absence seizures and any other medical conditions required.

HT and Office Manager to ensure school coverage for staff trained in using an EpiPen and any other medical interventions as required to meet needs of each child (Epi pen/diabetes etc)

Work closely with medical professionals, occupational health and physiotherapy team to ensure individual needs are being supported and met.

Procedures are clear and staff are confident in supporting the children's medical needs.

As required