Roundwood
PRIMARY SCHOOL

Accessibility Policy and Plan

January 2021

Reviewed: January 2024

To be reviewed: January 2027

The school accessibility plan covers a 3-year period from January 2024 to January 2027

Accountability: Governors, SLT including Headteacher

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils.
This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school 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.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people will disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. This plan will be reviewed in consultation with external agencies where appropriate.

Within the terms of the Act, the term 'disability' is defined thus:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities.

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who may be on our SEN register.
Within the terms of this document, 'curriculum' is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

The curriculum

Increasing the extent to which disabled pupils can participate in the school curriculum
We will continue to

- Audit Learning Support pupils in the autumn term to assess the differentiated worksheets / resources available to them
- Provide training for all staff on differentiation of the curriculum
- Provide INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content, through differentiated work sheets, tasks etc.
- All teachers to show how differentiation is built into each of the schemes of work
- Teaching staff to liaise with Learning support and Teaching assistants prior to each lesson so that support is fully utilised
- Differentiate resources such as use of interactive whiteboards and photocopiers to enlarge text to make it easy for all pupils to read

- Where necessary INSET provided to teachers of pupils with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons
- SEND Coordinator to liaise with outside agencies and specialists and, where necessary, invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources
- Ensure equal access for disabled pupils to school clubs, school visits and extra-curricular activities
- Risk assessments and planning of trips to include accessibility references where appropriate
- Analyse extra-curricular activities to ensure inclusion and suitability of learning support pupils and pupils with disabilities
- Ensure that all pupils and parents feel supported and included within the school

The school environment

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services is constantly reviewed. Whenever new children join the school, their needs are considered and adjustments are made where appropriate. All adjustments are made in conjunction with external agencies who know the child and their needs.

Actions	Success Criteria	Lead person	Timescale	Review
Steps on all main entrances to have yellow lines repainted to highlight steps to the visually impaired. Any internal steps to have a yellow and black edge.	Clear demarcation of steps around building	HT	Termly	Termly
Staff training for teachers working with children with disabilities	Training to be implemented in all lessons and free parts of the day such as play time	HT SENCO	As appropriate	Termly
Appropriate support to be in place for pupils with physical disabilities so children can access the curriculum and the school environment	All pupils included in all aspects of school life and all areas of the buildings	HT SENCO	Ongoing	Termly
Furniture and specific resources in school are checked and meets the needs of all pupils	Pupils with physical disabilities have appropriate furniture.	HT SENCO	Ongoing	Termly
Site accommodation to be reviewed to ensure all pupils can move around school	Pupils can navigate the school site	HT SENCO H&S Governor	Ongoing	Termly

Distribution of information

The school recognise the need to ensure the suitable delivery of information to disabled pupils and parents

We will continue to

- Provide written materials in alternative formats as requested
- Provide School policies in formats requested