

ROUNDSWELL COMMUNITY PRIMARY ACADEMY



ACCESSIBILITY PLAN



Date Adopted: September 2023
Anticipated Review: September 2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. For example we work with outside agencies such as occupational support to ensure our school is accessible to all.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and community board representatives.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

5. Accessibility Plan: 2023-2024 reviewed annually

Priority (i.e. what you are hoping to achieve)	Action Required (including necessary resources)	Success Criteria	Timescale (i.e. when the outcome will be achieved)	Responsible Person (s)
Promotion of community cohesion- eliminate discrimination and promote equal opportunity				
<p>To promote positive attitudes to disability and protected characteristics.</p> <p>To promote positive relationships and understanding between all groups within our school community.</p>	<p>Complete the Devon accessibility audit tool to identify further priorities and action, relating to school context, training, school provision, outcomes for pupils, mechanisms for involvement, action planning, reporting and publication.</p>	<p>Stakeholders from the school are actively included in the annual review of the accessibility plan.</p> <p>Outcomes of audit are incorporated into the 2023 review of the Accessibility and Equality Plan.</p>	<p>Spring 2024</p>	<p>- SENDCo - All staff</p>
Curriculum Access				
<p>To narrow the gap in attainment and progress for children receiving pupil premium funding and with SEND in relation to other pupils within school and nationally- see SIP objective.</p>	<p>To follow the School Improvement Plan action for addressing equality of provision and outcomes for pupils identified as 'disadvantaged' or with SEND.</p>	<p>- The 'gap' in attainment and progress between disadvantaged/SEND pupils narrows in comparison to 'other' pupils nationally.</p>	<p>July 2024</p>	<p>- SENDCo - SLT</p>
<p>To anticipate the needs of incoming pupils from a new group</p>	<p>To promote the aspects of the Accessibility Plan and equality</p>	<p>Potential vulnerable groups are represented in policies and action taken from the audit</p>		<p>- SENDCo - SLT EYFS Leader</p>

<p>related to disability equality and protected characteristics.</p>	<p>plans within the school community.</p> <p>To action the school's awareness and provision for groups of pupils and stakeholders related to disability and protected characteristics- for example, addressing LGBT+ within policies.</p>	<p>process to ensure the school is able to respond to all stakeholders needs.</p>	<p>Summer 2024</p>	
<p>Provision of Information</p>				
<p>To review the school's accessibility of information for all stakeholders- the website, communication channels for families with needs related to disability and protected characteristics, a variety of languages.</p>	<p>To review the website and ensure information is accessible and easy to locate for all stakeholders.</p> <p>To audit families/stakeholders needs related to communication and identify areas to improve- for example, information on DIAS, identified person in school to support queries, information available in a variety of formats. etc</p> <p>To ensure information for families is provided in different languages.</p>	<p>Feedback from all stakeholders represents positive access to information.</p>	<p>Spring 2023</p>	<p>- SLT</p>

Physical Access

To review the accessibility of the school site in relation to the Devon accessibility audit tool.

To use Devon’s accessibility audit tool to identify further site provision for people with a disability.

The health and safety premises plan identifies long term strategic plans to address areas of need identified through the audit of physical access to the school site.

Spring 2023

- SBM, Site Manager, SLT

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>We ensure the curriculum is accessible to all pupils through careful differentiation and planning</p> <p>We use a variety of resources to allow children to access the curriculum and manage their learning independently</p> <p>We ensure that the images and materials we use in the curriculum include people with disabilities both visible and invisible.</p> <p>We track the progress of our children, with particular focus on children with a disability, adapting our assessment systems to support and celebrate progress</p> <p>We set targets that are appropriate and relevant for children with additional needs, especially in lessons such as PE</p> <p>We regularly review the curriculum to ensure it meets the needs of all pupils</p>	<p>To ensure teaching is accessible to all</p> <p>To have a wider range of resources accessible for pupils</p> <p>To monitor this and check coverage</p> <p>To develop 'small steps' progress for SEND pupils and adapt EYFS goals for children with physical disabilities, also in PE</p> <p>Targets set by SENCo / teacher with support from parents and outside agencies</p>	<p>Monitoring by SENDCO</p> <p>SBM and SENDCo to include a separate line in new budget</p> <p>Meetings with key staff to determine and track these smaller progress points</p> <p>Joint agency meetings for target setting</p>	<p>Lizzy Toon Michelle Horsman</p>	<p>Ongoing</p>	<p>Observations show teaching is inclusive and children with disabilities make progress</p> <p>Good range of resources</p> <p>Children are accepting of difference and diversity</p> <p>SEND pupils make good progress against criterion</p> <p>Pupils able to hit targets and make progress</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Accessible play equipment 	<p>We would like to work with occupational therapy to improve equal access around the school.</p> <p>We would like to improve our access to disabled parking spaces outside the school</p> <p>We would like continued consultation with parents and children on what works well and what we can improve.</p> <p>We need to consider wheelchair access in the school hall, ensuring tables are a suitable height and benches don't prevent access</p>	<p>Regular meetings with OT including assessment of school</p> <p>Staff to be supportive in adapting environments as far as practicable to ensure maximum accessibility</p> <p>Create a non-enforceable parking space outside school</p> <p>Ensure a proportion of new play equipment is accessible</p> <p>Review of lunch time arrangements when required</p>	<p>SLT/ SENDCO/ Class teachers/ OT team</p>	<p>Ongoing</p>	<p>Children with disabilities are able to access school easily, including coming to and leaving school.</p> <p>Children with mobility difficulties can access the whole school as other children do in their school day, including their class, the playground, dinner hall and pool</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources where needed</i> • <i>Induction loops where needed</i> • <i>Pictorial or symbolic representations such as communicate in print or makaton</i> 	<p>We need to ensure new staff working in classes where children have additional communication needs have appropriate training to ensure good communication</p>	<p>SENDCo to arrange training for any staff who require support with communication needs</p>	<p>SENDCo</p>	<p>Ongoing</p>	<p>Key staff are competent and well trained to communicate effectively with children who need extra support communicating</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys	Lift to be kept maintained and serviced	SMB / Site manager	Annually
Corridor access	Corridors wide enough to access via wheelchair or walking frame-	Ensure corridors are kept tidy and locker doors closed	All staff and pupils	Ongoing
Lifts	1 lift	Lift to be kept maintained and serviced	SMB / Site manager	Annually
Parking bays	Two	Monitor use Reminders on newsletter about not using unless they have a blue disabled badge	SLT SBM	Ongoing
Entrances	Main entrance and all classrooms have flat access	Ensure all entrances remain clear	All staff	Ongoing
Toilets	3 disabled access toilets, one large enough for a changing bed		SBM SLT	Ongoing
Reception area	Desk high low enough for adult wheelchair,			
Internal signage	Each class has a name on, classes with younger children/ children who use visual signage have symbols or pictures on resources boxes	Ensure that any children who require extra signage are catered for eg- hall, toilets etc.	SENDCo	Ongoing
Emergency escape routes	Emergency escape routes have wheelchair access	Ensure PEEPs are completed for any children who need them.	LT	Annual review

School Hall	Flat access Tables may need height adjustment, gap left between bench for wheelchair access	Use PEEP for emergency exit from the hall- see hall evacuation plan.	LT	Ongoing