

## Disability Equality Scheme — Accessibility Plan (September 2016 – July 2017)

### Parental Consultation:

A consultation meeting was held for parents on 22<sup>nd</sup> September 2016 and was chaired by Mr. A Hulmes (Vice Principal / SENCo) to review and evaluate the accessibility policy and how Roundthorn could further promote equality of opportunity for disabled people and provide equal opportunities for all regardless of race, gender, sexual orientation, disability, religion or belief, gender reassignment and pregnancy or maternity.

### Accessibility plan priorities (Equality Act 2010)

- Increasing the extent to which disabled pupils are able to participate in the school **curriculum, incorporating access to outdoor learning, forest school, extra-curricular activities and educational visits including residential.**
- Improving the **environment** of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services.
- Improving the delivery of information to disabled pupils and parents in a format appropriate to their needs.

Strengths	How could we improve	Response to the action points
<p><b>Parent consultation identified strengths</b></p> <p>“the feedback helps me know where my child is up to and how I can help them at home.”</p> <p>“the one to one support really helps my child to learn and he enjoys coming to school.”</p> <p>“the children are well behaved.”</p> <p>“the school is sensitive to the children’s needs of my child. They just do it.”</p> <p>“my child is well supported with her learning.”</p> <p>“the extra classes after school helps the children with their learning. I liked coming into school to help them. Can we do more of this?”</p> <p>“the school referred my son to the</p>	<p>“I would like my son and daughter to come to more after school clubs after school.”</p>	<p>*Continue to provide extra-curricular learning activities for all children with SEND both at lunchtime and after school.</p> <p>*Provide keyworker support to enable to the most vulnerable children to participate in learning outside the school day.</p> <p>*SEND children targeted to access clubs including cooking club, life skills, Heart start, Gardening club, reading buddies and social interaction groups.</p> <p>*AS part of sports premium offer all children within KS1 to participate in at least one extra-curricular club after school.</p> <p>*Inter school competitions for less sporty children, non-competitive clubs and ability roadshow.</p> <p>*Provide opportunities to attend holiday clubs.</p>
<p>“the school referred my son to the</p>	<p>“I find it hard to help my son at home because my other children have a disability.” Can we have a homework club?”</p>	<p>*During Autumn Term 2, homework club provided for the most vulnerable children in KS1 and Spring Term 1 for children in Key Stage 2.</p> <p>*Each year group to provide a list of age appropriate /</p>

<p>specialists so that they could get some help with their learning."          "I liked it when Mrs Hall came to the speech appointment because she could explain how I could help my son at home."          "calling this meeting has given us time to talk about how the school can support the children who need the most help."          "communication was very good between school and home."          "the meetings that we have are really good and I find them very useful."          "my child is really happy to come to school."          "I am really happy with the school and so is my child."          "the afterschool clubs help my child to take part in things after school. He really looks forward to them."          "he really loves going to forest school and feeding the ducks."          "the school is brilliant and everybody is doing a great job."</p>		<p>safe websites for children to access learning challenge related learning.          *Spring Term 2 – Year 2 parents to attend booster sessions alongside their child in Year 2 re. supporting the learning process and how to support learning t home.</p>
	<p>"I would like the policies sent out by post because I am too busy to look at the website and I don't have enough time."</p>	<p>*All policies available both on line and available at request from the front office. If you would like a copy of a particular policy please contact Miss Middleton, Mrs Skinner or Mrs          *If translation required please contact Mrs Rehana.</p>
	<p>"I would like some help to help my child with their learning. It is very different to when I went to school."          "I would like to come into school and find out how I can help him at home."</p>	<p>*Parents invited into classes to learn in partnership with their child / children. Please contact the class teacher for a date / time.          *Parents to attend class assemblies to share in the learning of the children.</p>
	<p>"I would like some examples of how I can help my children because I go to work."</p>	<p>*Parents invited into classes to learn in partnership with their child / children. Please contact the class teacher for a date / time.          *Parents to attend class assemblies to share in the learning of the children.          *Class open mornings to learn alongside their child and share / celebrate in the learning.          *Trail in Year 2 and Year 6 videos on mathematics concepts – addition, subtraction, multiplication and division and upload on school website to model strategies for parents.          *Parental maths meetings to share how the children learn in key concepts focusing on 4 operations of maths – addition, subtraction, multiplication and division.          *Topic launch meetings – home learning focus.</p>
	<p>"Can we have some websites that my daughter can go on to help them with their learning?"</p>	<p>*Each year group to provide a list of age appropriate / safe websites for children to access learning challenge related learning.          *Trail in Year 2 and Year 6 videos on mathematics concepts – addition, subtraction, multiplication and division and upload on school website to model strategies for parents</p>

## **Pupil Consultation:**

A pupil consultation meeting was held with a sample of children from across Key Stage and Key Stage 2 on Wednesday 28<sup>th</sup> September 2016 to ascertain their views on the strengths of the academy but also suggestions in how to improve the experience of all learners regardless of race, gender, sexual orientation, disability, religion or belief, gender reassignment and pregnancy or maternity.

<b>Strengths</b>	<b>How could we improve</b>	<b>Response to the action points</b>
<p><u>Pupil consultation identified strengths:</u>            "the teachers help you if you are struggling."            "the school teaches and helps you to stay fit and healthy."            "the teachers help the children change in a positive way."            "all adults help you to stay safe."            "teachers plan fun activities that help you learn new things."            "the teachers push you and make you challenge yourself which is really good."            "the teachers teach you in a way that you understand."            "the school has lots of clubs that we can go to."</p>	<p>"I would like to do more practice with my reading and writing with extra classes."</p>	<p>*During Autumn Term 2, homework club provided for the most vulnerable children in KS1 and Spring Term 1 for children in Key Stage 2.            *Each year group to provide a list of age appropriate / safe websites for children to access learning challenge related learning.            *Spring Term 2 – Year 2 parents to attend booster sessions alongside their child in Year 2 re. supporting the learning process and how to support learning at home.            *Daily Drop Everything and Read Sessions throughout the school.            *Daily class read at the end of the school day so that children hear high quality texts read in a quality way.            *Each year group to provide a list of age appropriate / safe websites for children to access learning challenge related learning.            *Every has the opportunity to attend early morning reading throughout Year 1 – Year 6 with additional adults to listen to children read in targeted year groups.</p>
<p>"I like going to forest school and looking after the ducks and learning about the outdoor world."            "everything we do!"</p>	<p>"sometimes the seats and tables in the hall at lunchtime are sometimes a little messy after the younger children have been in."</p>	<p>*AH to speak to kitchen staff and midday supervisors about trying to ensure (whenever possible) the tables and chairs in the dining room are free from food (Reception and KS1 children 12:00 – 12:30)            *AH to speak to all children about how we can collectively improve the dining room experience.</p>
<p>"I like how the children have leadership such as sports leaders and friends@roundthorn because they make the school a better place."            "I like going swimming because it is exciting."</p>	<p>"I would like benches in the playground and somewhere for my mum to wait when it is raining."</p>	<p>*Part of 2016-2017 buildings development plan.            *Possible opportunities for the Life Skills group to make a bench for the parents to use whilst they are waiting for their children at the end of the school day.</p>
<p>"I like working with Mr Barton at life skills and we are going to make and then have a barbeque."</p>	<p>"everybody in the school has the chance to go to a club over the year."</p>	<p>*As part of sports premium offer all children within KS1 to participate in at least one extra-curricular club after school.            &amp;*Through detailed record keeping targeted children (those who have not attended a club) have the opportunity to attend either</p>

<p>“when we go to heart start we learn how to help people if they need help.”          “I like going on trips because they are fun and help us with our learning. Year 4 are going to Chester to learn about the Romans.”</p>		<p>before, during or after school.          *Inter school competitions for less sporty children, non-competitive clubs and ability roadshow.          *Provide opportunities to attend holiday clubs.          *Continue to provide targeted extra-curricular learning activities for all children with SEND / Non SEND both at lunchtime and after school.          *SEND children targeted to access clubs including cooking club, life skills, Heart start, Gardening club, reading buddies and social interaction groups.          *Provide keyworker support to enable the most vulnerable children to participate in learning outside the school day.          *Provide opportunities to attend holiday clubs.          *During Autumn Term 2, homework club provided for the most vulnerable children in KS1 and Spring Term 1 for children in Key Stage 2.          *Each year group to provide a list of age appropriate / safe websites for children to access learning challenge related learning.          *Spring Term 2 – Year 2 parents to attend booster sessions alongside their child in Year 2 re. supporting the learning process and how to support learning t home.          *Strive that everybody in school if they want to has opportunities to access an extra-curricular club (within / outside of the school day)</p>
	<p>“a few more dinner time clubs like badminton and snooker.”           “more sports equipment that we can use at playtime and at lunchtime.”</p>	<p>*The academy to continuously review the offer at lunchtime and extra-curricular clubs and put in place initiatives / opportunities if identified through pupil voice.          *Funding identified in the sports premium allocation to provide sporting / playground equipment          (see sports premium action plan)</p>
	<p>“I think that a book club would be a really good idea. We (Year 6) could read books to the younger children.”</p>	<p>*Reading Buddies to start in Autumn Term 2 to provide opportunities for children in Year 6 to share and read books to children in Year 1 and Year 2.</p>

	<p>"I would like different clubs like a homework club, computer club and a design technology club because we don't do that at the moment."</p>	<p>* Design and Technology club for Year 5 and Year 6 will commence Summer Term 2 run by Mrs Lynch (D&amp;T Leader).          *Newspaper club for identified high starter pupil premium children at lunchtime run by Mr Smith.          *During Autumn Term 2, homework club provided for the most vulnerable children in KS1 and Spring Term 1 for children in Key Stage 2.</p>
	<p>"I don't go to the football after school because I am not very good at football and no other girls go but if there was a girls only club me and lots of friends would like to go."</p>	<p>*During the Spring Term 2017 opportunities given to clubs matched to the interests of children who are less sporty with the possibility of a gender only club (This will be evaluated following discussions with the Roundthorn Ambassadors)</p>

### **Accessibility Action Plan September 2016**

**Priority 1: To increase the extent to which disabled pupils and children identified with SEN can participate in the school curriculum including extra-curricular provision.**

Success evaluated by:

Academy Review by Executive Principal  
 Vice Principal / SENCo through monitoring  
 Termly Reports to Governors

Measures of success:

All children with DSEN have access to an inclusive curriculum, which meets their individual needs.  
 Policies and recommendations fully implemented at all levels.  
 Children with DSEN make progress from their individual starting points.

Action	Monitored by	Milestones – what will it look like?	Evaluated by, when and how	Next Steps
Raise the awareness of updated DES/AP with all staff and governors.	AH	<p><u>Sept 2016:</u>            *Review equality scheme and policy with stakeholders including holding parent consultation – strengths and suggestions.            *Equality Scheme shared with SEND governor (Mrs F. Swift)            *Delivery of scheme &amp; plan to staff.            *Publish equality scheme and accessibility plan on</p>	<p>LN &amp; SEND Governor (Mrs F Swift)             Does the DES /AP meet the statutory responsibility for educational</p>	

		<p>website following ratification by Teaching &amp; Learning  *Governors 6<sup>th</sup> October 2016.  <u>October 2016:</u>  *Publish Equality and Accessibility Plan on website.  *Part of induction for new members of staff and students (MMU Initial Teacher Training ITT)  <u>October 2016+</u>  *Continue to monitor and implement the policy and action plan.  *Termly reports to Teaching &amp; Learning Governors  *Continue to evaluate policy and action plan and adjust accordingly to meet the changing needs of the school and children.  *Annual report to Roundthorn Roundtable</p>	<p>establishments and reflects the practice with the academy?   Does the plan reflect the consultation and identified next steps?</p>	
<p>Update asthma policy and complete care plans for children with asthma and complete PEEPs, Individual classroom risk assessments, outdoor learning / Forest School / One Page Profiles for most vulnerable children.</p>	AH	<p><u>By the end of Sept 2016:</u>  *All vulnerable pupils to have PEEP, individual classroom risk assessment and one page profile.  *All vulnerable children to have individual risk assessment for educational visits logged onto evolve.  *Asthma training for all staff and implementation of new guidelines and individual care plans re. asthma.  *Termly updates of documentation re. PEEP, Risk Assessments &amp; One page Profiles.</p>	<p>LN &amp; SEND Governor (Mrs F Swift)  Has all documentation been completed for identified vulnerable children in line with Code of Practice 2014 &amp; DES / AP?</p>	
<p>To increase the number of children participating in extra-curricular activities (SEND children)</p> <p><b><i>“I would like my son and daughter to come to more after school clubs after school.”</i></b></p>	AH	<p><b>See Sports Premium Action Plan re. Inter school competitions.</b>  *AS part of sports premium offer all children within KS1 to participate in at least one extra-curricular club after school.  *Inter school competitions for less sporty children, non-competitive clubs and ability roadshow.  <u>Sept 2016+</u>  *Continue to provide targeted extra-curricular learning activities for all children with SEND both at lunchtime and after school.  *SEND children targeted to access clubs including</p>	<p>LN &amp; SEND Governor (Mrs F Swift)</p> <p>Registers list Participation numbers of gender, SEND, PP &amp; Ethnicity.  Attendance at inter school competitions.  Participation in intra school competitions.  Some families to</p>	

<p><b><i>“I find it hard to help my son at home because my other children have a disability.” Can we have a homework club?”</i></b></p> <p><b><i>“everybody in the school has the chance to go to a club over the year.”</i></b></p> <p><b><i>“I would like to do more practice with my reading and writing with extra classes.”</i></b></p>		<p>cooking club, life skills, Heart start, Gardening club, reading buddies and social interaction groups.</p> <p>*Provide keyworker support to enable the most vulnerable children to participate in learning outside the school day.</p> <p>*Provide opportunities to attend holiday clubs.</p> <p>*During Autumn Term 2, homework club provided for the most vulnerable children in KS1 and Spring Term 1 for children in Key Stage 2.</p> <p>*Each year group to provide a list of age appropriate / safe websites for children to access learning challenge related learning.</p> <p>*Spring Term 2 – Year 2 parents to attend booster sessions alongside their child in Year 2 re. supporting the learning process and how to support learning t home.</p>	<p>attend Junior Park Run Takeover Morning.</p> <p><i>Evaluated by AH – Sports Premium Lead</i></p>	
<p>To increase opportunities for partnership working between home and school and school and home.</p> <p><b><i>“I would like some help to help my child with their learning. It is very different to when I went to school.”</i></b></p> <p><b><i>“I would like to come into school and find out how I can help him at home.”</i></b></p> <p><b><i>“I find it hard to help</i></b></p>	<p>AH</p>	<p>*Parents to attend class assemblies to share in the learning of the children.</p> <p>*For children accessing reading interventions parents invited into school to observe a reading session and time given to explain to parents how they can support their child /children at home.</p> <p><u>Autumn Term 2</u></p> <p>*Topic launch meetings – home learning focus.</p> <p>*Parents invited into classes to learn in partnership with their child / children.</p> <p>*Class open mornings to learn alongside their child and share / celebrate in the learning.</p> <p>*Trail in Year 2 and Year 6 videos on mathematics concepts – addition, subtraction, multiplication and division and upload on school website to model strategies for parents.</p> <p>*Parental maths meetings to share how the children learn in key concepts focusing on 4 operations of maths – addition, subtraction, multiplication and division.</p>	<p>LN &amp; SEND Governor (Mrs F Swift)</p> <p>Has there been an increase in opportunities for parents to learn alongside their child / children?</p> <p>Has this had a positive effect on parental knowledge and ability to support their child’s learning at home?</p>	

<p><b>my son at home because my other children have a disability." Can we have a homework club?"</b></p> <p><b>"I would like different clubs like a homework club, computer club and a design technology club because we don't do that at the moment."</b></p>				
<p>To provide home school learning opportunities to support children's opportunities.</p> <p><b>"I would like some examples of how I can help my children because I go to work."</b></p> <p><b>"Can we have some websites that my daughter can go on to help them with their learning?"</b></p>	AH	<p><u>Autumn Term +</u></p> <ul style="list-style-type: none"> <li>*Trail in Year 2 and Year 6 videos on mathematics concepts – addition, subtraction, multiplication and division and upload on school website to model strategies for parents.</li> <li>*Newsletter provided to give parents a summary of what their child is learning in school and how they can support them at home.</li> <li>*Class teachers to identify website the children can access to undertake learning at home.</li> <li>*Home learning advice sheet provided at start of each topic with topic overview.</li> <li>*Topic launch meetings – home learning focus.</li> </ul>	<p>LN &amp; SEND Governor (Mrs F Swift)</p> <p>Has there been an increase in opportunities for parents to learn alongside their child / children within the school day or at home?</p> <p>Has this had a positive effect on parental knowledge and ability to support their child's learning at home?</p>	
<p>To ensure that access to computer technology is appropriate for pupils</p>	AH / VI Team	<p>*Request advice from assistive technology to provide specific support to meet the needs of disabled pupils to ensure that they can record their ideas in the most effective way.</p>	<p>LN &amp; SEND Governor (Mrs F Swift)</p> <p>Is the technology</p>	



<p>with disabilities</p>		<p>*Ensure that children have access to technology including i-pads, i-pods and talking boards to record their ideas and use of 'Clicker' to help children to construct sentences.</p> <p>*Continue to work with Visual Impairment Team to support children with visual impairment and ensure that that the technology supports their access to the curriculum and has a positive impact on their learning.</p>	<p>pitched and matched to the needs of individual needs linked to external agency recommendations?</p> <p>Is the external agency support in place following referral to SENCo / assistive technology service? (All Ages Disability Team)</p>	
<p>Ensure that all children have access to at least good teaching at all times.</p> <p>Ensure that all interventions are pitched and matched to the needs of the children and based on effective research and impact.</p>	<p>AH</p>	<p>*Provide training for members of staff working with children with DSEN as required. This may involve specific training from external providers and also INSET provided by school.</p> <p>*Ensure all children including those with SEND, have access to class teacher teaching throughout the week through targeted support and adaptive teaching methods.</p> <p>*Monitor the provision for children through drop-ins, formal observations, book scrutiny and pupil voice.</p> <p>*Ensure that all children feel that they receive support and next steps to help them to move their learning forward (Feedback Policy Sept 2016)</p> <p>*Termly pupil progress meetings – review the attainment of the children and identify interventions to enable children to make progress from their individual starting points.</p> <p>*Use of Education Endowment Foundation toolkit re. interventions impact.</p>	<p>LN &amp; SEND Governor (Mrs F Swift)</p> <p>Do all children make at least good progress from their individual starting points?</p> <p>Are the interventions appropriate to meet the needs of individual children linked to research?</p> <p>Are skills learnt outside the classroom contextualised to have a positive impact on the child's overall learning?</p>	

**Priority 2: Improving the Physical Environment of the school**

**Success evaluated by:**

Academy Review by Executive Principal  
 Head of Academy through monitoring  
 Assistant Principal through monitoring  
 Reports to Governors

**Measures of success:**

All children able to access learning alongside their peers as part of an inclusive curriculum in and outside of the classroom environment.  
 All identified vulnerable children (Statemented pupils / EHC children and high needs children) to have PEEP, personalise risk assessments and one page profile (reviewed termly and updated).  
 Sensory Room completed to provide a sensory experience for identified high needs children with ASD and Social Communication Disorders.

Action	Monitored by	Milestones – what will it look like?	Evaluated by, when and how	Next Steps
Creation of Sensory Experience Room @ Roundthorn	AH	<p><u>Autumn Term</u></p> <ul style="list-style-type: none"> <li>*Locate and prepare identified space for sensory room.</li> <li>*AH / LN to meet specialist from Kingfisher re. Design and equipment.</li> <li>*K Smith to complete due diligence re. Preparation of room from outside contractors.</li> <li>*Purchase sensory equipment following advice.</li> <li>*Roundthorn Ambassadors to contact local business re. Support in supporting the creation of sensory room.</li> <li>*Key staff to visit Kingfisher Special School re. Sensory room experience.</li> <li>*Launch event for sensory room with parents and local press invited.</li> <li>*Begin to use sensory room to provide sensory stimulus for the most vulnerable children at Roundthorn.</li> </ul>	<p>LN &amp; SEND Governor (Mrs F Swift)</p> <p>Has advice been taken from experts in sensory activities?                      Have key staff accessed training re. Sensory activities?                      Has the Sensory Room been completed?</p>	
Ensure that physical access in classrooms meets the learning needs of disabled pupils	AH	<p>Classroom layout to reflect the needs of learners and individual pupil need (e.g pupils with PD/VI/HI needs)</p> <p>Ensure clear pathways and visual access for all pupils and visitors</p> <p>Use of external professionals to provide support and advice to enable all children to access an inclusive curriculum.</p>	<p>LN &amp; SEND Governor (Mrs F Swift)</p> <p>Learning Walk carried out to evaluate the effectiveness of classroom layouts and implementation</p>	

			of advice from outside agencies & partners.	
Ensure that all children can access outdoor learning and Forest School Activities.	AH	Ensure that children can access 'The Orchard' and 'The Forest' and are able to participate in an inclusive curriculum following reasonable adjustments and correct level of support. Individual risk assessments completed and reviewed termly. PEEP's in place for disabled, statemented and most vulnerable children.	LN & SEND Governor (Mrs F Swift) Can all children regardless of need access learning outside the classroom through first hand learning experiences?	

**Priority 3: To improving the delivery of information to Disabled Pupils.**

Success evaluated by:

Executive Principal through monitoring  
 Vice Principal / SENCo through monitoring  
 Termly Report to Governors  
 Annual statement on progress towards priority and accessibility plan.

Measures of success:

All parents have been notified about the Local Offer and Oldham's Local Offer.  
 All parents know about the role of POINT in supporting children and families with SEND (Parents of Oldham in Touch)  
<http://councilfordisabledchildren.org.uk/members/meet-our-members/parents-oldham-touch-point>  
 Parents / Guardians are able to access the relevant external agencies and services as required.  
 Parents are able to access information through a range of sources including newsletters, parent mail and through the Parental Liaison Officer.  
 Parents are able to access policies through the school office or online on the school website.

Action	Monitored by	Milestones – what will it look like?	Evaluated by, when and how	Next Steps
To continue to provide the availability of written material in alternative formats when required.  <i>"I would like the policies sent out by post because I am too busy to look at the website and I don't have enough time."</i>	AH	QEST team advice available for converting written information into more complex alternative formats. School to continue to work with parents / stakeholders to continually review the information that is shared and provided. Policies available in paper form from the front office. Signpost parents to Roundthorn Primary Academy website <a href="http://www.roundthornprimaryacademy.co.uk/">http://www.roundthornprimaryacademy.co.uk/</a> Signpost parents to 'Oldham's Local Offer' <a href="http://oldham.gov.uk/info/200368/children_with_disabilities">http://oldham.gov.uk/info/200368/children_with_disabilities</a> Signpost parents to 'Roundthorn's School Offer' <a href="http://www.roundthornprimaryacademy.co.uk/wp-content/uploads/2013/07/Roundthorn-Primary-Academy-School-Offer-2016-2017.pdf">http://www.roundthornprimaryacademy.co.uk/wp-content/uploads/2013/07/Roundthorn-Primary-Academy-School-Offer-2016-2017.pdf</a> Signpost parents to Roundthorn's Inclusion Policy <a href="http://www.roundthornprimaryacademy.co.uk/wp-content/uploads/2013/07/Inclusion-policy-September-2016-2017.pdf">http://www.roundthornprimaryacademy.co.uk/wp-content/uploads/2013/07/Inclusion-policy-September-2016-2017.pdf</a>	LN & SEND Governor (Mrs F Swift)  Are parents aware of the support from the local authority and POINT?  Are parents aware and do they access external support provided by the local authority and their partners?  Can parents access the documentation they require in a variety of forms and places?	