



Roundthorn Primary Academy

Accessibility Plan (AP) September 2016

The Disability Equality Duty

The Equality Act 2010 came into force in October 2010 and requires all schools to 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.

There are three key duties towards disabled pupils:

- 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 plan to **increase access** to education for disabled pupils including activities outside the normal parameters of the school day.

Click on the link below to access the Equality Act 2010 and school guidance 2014.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Accessibility Plan

This policy sets out the proposals of the academy to increase access to education for disabled pupils in the three key areas.

- 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.

Additional Duties

Part 5a of the DDA requires schools to publish a disability equality scheme which sets out how the school will:

- promote equality of opportunity between disabled people and other people;
- eliminate unlawful discrimination;
- eliminate disability related harassment;
- promote positive attitudes towards disabled people;
- take steps to reduce the discrimination between disabled and non-disabled children and adults;
- encourage disabled people's participation in public life and;
- take steps to take into account people's disabilities, even where that may involve more favourable treatment.

The Scheme covers pupils, staff, parents and users of the school.

Disability Definition

The Disability Discrimination Act defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long term adverse effect on their duty to carry out normal day to day activities”. This includes:

- Physical impairment includes sensory impairments
- Mental impairments include mental illnesses and learning difficulties.
- Substantial means more than minor or trivial.
- Long term is defined as 12 months or more.

With regard to our pupils, those children who are at SEN Code of Practice(September 2014): School Support and/or have a Statement of Special Educational Need or an Education Health and Care Plan **will count as “disabled”**. Those pupils who are not defined as having special educational needs but who, for example, may have severe asthma; arthritis, epilepsy, severe allergies or diabetes will also be defined as “disabled” in terms of the Disability Discrimination Act.

Not all pupils who exhibit “challenging behaviours” will meet the above disability definition requirement but those pupils, who are as a result of the Special Educational Needs and / or Disabilities graduated response and assessment process have been identified as having “social, emotional and mental health difficulties” (PLASC codes in line with Code of Practice 2014) will be included in the scope of the DDA disability definition.

Disability Equality Duty Implementation

In furtherance of our requirements under the disability discrimination Act, Roundthorn has:

- Involved pupils, parents and staff, including those with a disability in producing a Disability Equality Scheme and Accessibility Plan through parents meetings.
- Published the Disability Equality Scheme and Accessibility Plan and made it publicly available including publishing the Disability Equality Scheme on the school website and signposting parents to a copy of the policy and plan.
- Demonstrated that the school has taken or identified action to achieve the appropriate outcomes and;
- Arranged to report on progress and review and revise the Disability Equality Scheme /Accessibility Plan on an annual basis to the governing body and Roundtable.
- Report on the Disability Equality Scheme / Accessibility Plan to the SEN governor Mrs. Swift

Disability Equality Scheme: Vision and Values

At Roundthorn we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop his or her potential with full regard to race, gender, sexual orientation, gender reassignment, ethnicity, cultural and religious background, sexuality or disability.

Roundthorn sets very challenging targets for all its pupils and expects them to participate in, contribute to and achieve success in all aspects of their school life. We are committed to equal opportunities in its widest interpretation but especially so for our learners by removing any potential barriers to learning and ensuring we seek to respond to their diverse and often complex individual needs.

It is the intention of Roundthorn, to ensure that all aspects of school life are equally accessible to everyone and that the school is committed to making reasonable adjustments for all individuals with disabilities. The vision of the school in respect of its disabled members is to ensure that all our disabled pupils, parents and visitors have optimum participation, contribution and achievement opportunities to ensure full inclusivity.

Pupil Information Data

Roundthorn is a one form entry primary school with 210 pupil places and a 52 place part time Nursery. The school is housed in modern and purpose built premises. The vast majority of our children are of Asian heritage and as a multi cultural school we seek to celebrate both diversity and inclusion in equal measure.

Pupils with SEN and those with disabilities (SEND) take a full and active role in all aspect of school life. All pupils make at least good progress from their individual starting points, contribute and participate in whole school or class activities as part of the well-educated child. The achievement, presence and participation of pupils with learning difficulties is equal to that of the majority of their non-disabled peers. Carefully considered planning, a commitment towards inclusion and open and collaborative decision making has resulted in appropriate responses to group and individual need. All staff are committed to meeting the needs of all learners through a tailored and personalised curriculum. We have ensured, through continued staff development and regular, rigorous monitoring, that our day to day teaching meets the needs of each learner. Parents and visitors to school have a positive opinion and high regard for the manner in which school attends to the well-being of all its pupils.

Members of staff with disabilities are encouraged to discuss their needs in confidence with the Executive Principal Mrs L. Needham, who upon behalf of the Governing Body will endeavour to meet their needs as sensitively as possible. Roundthorn Primary Academy is recognised as an inclusive school.

Consultation

This document has been developed in consultation with the families / carers of children with identified disability needs and the children themselves. Initial consultation was made by a survey of needs and views of all those in the school considered to have specific need. This has ensured that the school has a good understanding of the views and aspirations of the school community and that these have been taken into account in determining the priorities for improvement.

Accessing the Curriculum (read in conjunction with the [Inclusion policy and school offer](#))

School Offer: <http://www.roundthornprimaryacademy.co.uk/wp-content/uploads/2013/07/Roundthorn-Primary-Academy-School-Offer-2016-2017.pdf>

Inclusion Policy: <http://www.roundthornprimaryacademy.co.uk/statutory-information/special-educational-needs/>

Roundthorn is an inclusive school and is proactive in meeting the needs of all learners including those with SEND. OFSTED 2011 identified that *'the stimulating and outstanding curriculum meets individual needs well and is enriched by a range of interventions and activities that provide equal opportunities for all to learn and flourish. Indeed, at Roundthorn every child does matter. As a result pupils are avid learners'* (OFSTED 2011). The school works in partnership with external agencies to ensure that the needs of learners are met and ensure that Roundthorn is an inclusive school and all learners can access the curriculum.

The most recent parent survey (September 2016) identified:

"Everything is great about the school. I particularly like the children's learning it is right for them. The interventions help them to improve"

"The afterschool clubs such as booster help the children to learn and improve but they also give the children opportunities to try new things and excel in what they are good at. They make a real difference."

Children identified that (September 2016):

“I like outside activities such as forest school because I get to explore and take charge of my own learning.”

“I like science and maths because I like doing investigations and finding out things for myself.”

All staff are committed to meeting the needs of all learners through a tailored and personalised curriculum. We have ensured, through continued staff development and regular, rigorous monitoring, that our day to day teaching meets the needs of each learner. Thorough analysis of achievement and progress in English and Maths has resulted in us implementing a fluid system of interventions tailored to individual needs and ensuring value for money using the Education Endowment Foundation. Frequent data analysis ensures that interventions are narrowing the gap and where this is not deemed to be effective the school makes the necessary adjustments. OFSTED 2011 identified that, *“As a result of outstanding teaching and high quality support from Learning Support Assistants, all groups of pupils make outstanding progress in their personal and academic development.”*

The achievements of all pupils are celebrated and the PSHE curriculum and the implementation of the SEAL programme has also helped raise positive attitudes towards children and young people with learning difficulties and disabilities. Children with specific mobility needs or have a Statement of Educational Need, Education Health and Care Plan or vulnerable groups have their own risk assessments for external visits, individual classroom risk assessments, pupil emergency evacuation plan (PEEP) and a one page profile. The school uses disabled access transport for visits, allowing inclusivity for all learners.

Supporting pupils at school with medical conditions

(See supporting pupils at school with medical conditions policy)

The Physical Environment

Roundthorn is a modern and purpose built school building, which has been designated as a “barrier free” school. It is not however without some limitations. As space is at a premium the school actively seeks support and recommendations including adjustments to ensure all children are able to access all aspects of learning. The school works in partnership with external agencies to make reasonable adjustments to meet the needs of all learners.

All school building plans or developments take due consideration of the needs of disabled pupils and/or visitors. These plans and developments are monitored to ensure that physical accessibility issues are a key consideration of the planning process.

Improving the Delivery of Information

The school will endeavour to ensure that where required and/or requested the delivery of information to pupils, parents and visitors will be in a format suitable to their individual need. This may be through the use of large print, simplified language, mother tongue, audio tape or individual consultation. Reference to improving the delivery of information to all stakeholders, but in particular those with a disability is referenced in the Accessibility Plan.

Implementation and Review

The Roundthorn Disability Equality Scheme and Accessibility Plan will be made widely available and will be published on the school website. A copy will be made available to governors and distributed in all staff handbooks. Parents and pupils have been consulted on its implementation and briefed on its content and copies are readily available upon request. A summary of the policy will be published in the parent

newsletter. The policy has also been disseminated to pupils through whole school assemblies, the learning challenge curriculum, PSHE curriculum and the Roundthorn Ambassadors. The Disability Equality Scheme and Accessibility Plan will be reviewed on an annual basis by the Vice Principal / SENCo and Executive Principal with findings reported to the T&L governors on an annual basis.

This policy will be reviewed in September 2017 in line with the Accessibility Plan.

Andrew Hulmes
Vice Principal
September 2016

Parent Survey

☺ = always

☹ = sometimes

☹ = never

	Always	Sometimes	Never
Do you feel your child is helped with their learning?	☺	☹	☹
Do you feel your child is helped with their medical need?	☺	☹	☹
Do you feel your child is helped with their behaviour need?	☺	☹	☹
Do you feel your child is helped with their emotional need?	☺	☹	☹
Do you feel your child is helped with their social need?	☺	☹	☹
Does your child take part in any school clubs?	☺	☹	☹
Do you feel your child could join a school club if they wanted to?	☺	☹	☹
Can you get help if you have concerns about your child's need?	☺	☹	☹
Can you discuss matters of concern with staff if you wish to?	☺	☹	☹
Are you kept informed as to your child's support from the class teacher or Mr Hulmes?	☺	☹	☹
Are you updated as to your child's needs at Parent Evenings?	☺	☹	☹
Are you updated as to your child's needs at the structured conversation?	☺	☹	☹
Does the school respond to your concerns and try to deal with them?	☺	☹	☹
What is good about our Academy?			

What can we improve?

Pupil Survey

☺ = always

☹ = sometimes

☹ = never

	Always	Sometimes	Never
I am happy to come to our academy	☺	☹	☹
The academy helps me to do as well as I can	☺	☹	☹
I feel safe when I am in our academy	☺	☹	☹
I learn a lot in lessons	☺	☹	☹
I know who I can talk to if I have a problem	☺	☹	☹
I know how well I am doing in my learning	☺	☹	☹
I feel that I can get help if I need it my maths learning	☺	☹	☹
I feel that I can get help if I need it my writing	☺	☹	☹
I feel that I can get help if I need it in my PE lessons	☺	☹	☹
I feel that I can get help if I need it in my science lessons	☺	☹	☹
I feel that I can attend a learning club if I want to.	☺	☹	☹
I have attended a club during last year or at the start of this year	☺	☹	☹
Adults explain to me how to improve my learning	☺	☹	☹
I enjoy playtimes and lunchtimes	☺	☹	☹
Teachers are interested in my views.	☺	☹	☹
What is good about our Academy?			
What can we improve?			

