

ROUNDHAY SCHOOL

All-through education from 4 to 18

Accessibility Plan

2016 - 2019

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Please refer also to:

The Inclusion Policy (SEND Policy)
The Intimate Care Policy
The Behaviour Policy
The Anti-Bullying Policy
The Single Equality Action Plan and Policy
The School Development Plan
Schools' Local Offer
SEN Report
Complaints procedure

Roundhay School

Accessibility Plan 2016 - 2019

School Values

Our mission statement, which forms the basis of our School Development Plan, is to focus on courtesy, co-operation and commitment to make the school a safe and caring place of learning, in which all pupils receive an education that nurtures and develops them to become confident, aspiring individuals and successful, independent learners. We are committed to providing an environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, emotional or cultural needs. We also endeavour to challenge attitudes about disability by developing a culture of awareness, tolerance and inclusion.

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act ensures that Schools and Local authorities have to carry out accessibility planning for disabled pupils, in accordance with relevant health and safety standards.

Roundhay School's accessibility plan is aimed at:

- Improving awareness of equality and inclusion
- Improving access to the physical environment of the school, adding specialist facilities as necessary.
- Increasing access to the curriculum for pupils with a disability and expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school (e.g. participation in after school clubs, leisure and cultural activities or school visits). It also covers the provision of specialist aids and equipment, where possible, which may assist these pupils in accessing the curriculum.

Definition of disability according to the Equality Act 2010.

A disabled person is someone who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the ability to do normal daily activities. This includes:

- ADHD
- Autistic Spectrum Disorder
- Cancer
- Cerebral palsy
- Cystic fibrosis
- Diabetes
- Diagnosed eating disorders
- Downs' syndrome
- Dyslexia
- Epilepsy
- Facial disfigurement
- Gross obesity
- Hearing or visual impairment
- HIV
- Hydrocephalus
- Incontinence
- Learning difficulties
- Mental health issues
- Muscular dystrophy
- Multiple sclerosis
- Severe asthma
- Sickle cell anaemia
- If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

This plan should be read in conjunction with:

- The School Development Plan
- The Single Equality Plan and Policy
- SEND policy
- Behaviour Policy (including Anti-bullying)
- Schools' Local Offer
- SEN Report
- Complaints procedure

- All members of staff receive a copy of this document and it will be on the school website.
- We follow the LA Admissions policy, details of which can be found on the Leeds City Council website.
- Staff training is very important to us and we review this annually with both teaching and non-teaching staff, through a well-established personal review system.
- The Governors review school policies in a planned, regular way. This plan has been drawn up by the Inclusion Manager, members of the Leadership Team and is monitored by those colleagues.

Equal Value Principle

All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless of gender, ethnic origin, nationality, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction. Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of school life reflects this attention to individual needs and rights, as all school policies are founded on these basic principles, which are embodied in the school aims and values. Students have full and open access to a broad and balanced curriculum and to a range of extracurricular experiences. Detailed attention is given to resourcing and the development of an appropriate environment to meet the needs of individual students and groups within the school community. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever her/his race, class, colour, creed, sex, sexuality, age or ability.

Statement of Intent

Roundhay School continues to:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- eliminate disability-related harassment;
- promote positive attitudes;
- encourage participation.

Role of Key Personnel:

Governors

The Governing Body monitors and reviews the SEND policy and the Accessibility Plan on a regular basis.

The School Leadership Team

The Headteacher and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with what are termed, 'protected characteristics' in almost every area of life.

The Governing Body, Headteacher and SENCO are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion, within all aspects of the life of the school.

All Staff

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive practices.

Complaints

Parents and staff have access to the school's Complaints Procedures via the school website or the Headteacher's PA. Students with concerns or complaints are encouraged to speak to their Form Tutors, Progress Leaders or any member of the Leadership Team, as well as with other students, such as the Student Forum or form representatives etc.

Accessibility Plan Objectives:

In accordance with legislation and over a prescribed period set by the school, an accessibility plan is a plan for:

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school;
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Governing Body must keep the accessibility plan under review during the period to which it relates and, if necessary, revise it, taking into account any developments which may impact upon the requirements of the plan and the school's ability to deliver the objectives.

AIM 1 – to increase access to the curriculum for pupils with a disability

SDP Priority 1: To ensure rapid progression and high attainment that prepares pupils for the next stage in their learning journey.

SDP Priority 2: To provide engaging learning experiences that enable learners to achieve their potential.

SDP Priority 3: To maintain and further develop a caring environment that is safe, promotes equality, positive behaviour and attitudes for learning.

Process for identifying barriers:
<ul style="list-style-type: none">• Termly review of individual pupils with a disability by the SENCO and other inclusion staff at the Secondary Campus.• Termly reviews of cohorts by the Assistant Headteacher with oversight of inclusion.• Weekly reviews of students and their needs at the Primary Campus by the Primary Leader.• Early identification of students joining us in Year 7/Year 12/Reception or mid-year with individual plans in place for all pupils in response to their needs.• Audit staff training and equipment/software required to support accessing the curriculum.• Students' Medical and SEN Needs Register collated, updated and distributed at the start of each academic year, resulting in Individual Education Plans, staff awareness, deployment of TAs as necessary.• Review of Individual Pupil Risk Assessments to explore and future proof potential barriers to learning.• Parental contact and support for students, often leading to the deployment of KS3/4/5 Mentor team/Behaviour workers or the Play Therapist at Primary.
Summary of progress and good practice to date:
<ul style="list-style-type: none">• SLIP Programme introduced in Year 8 (Specialist Literacy Intervention Programme for our weakest learners in years 8/9)• Use of Makaton, PAT Dog Reading Scheme, Synthetic Phonics and PECS at the Primary Campus.• Specialised Dyslexia Intervention and The Bridge.• Staff training for key staff in identifying and referring mental health issues and working with anxious young people, as well as CAMHS worker drop in sessions to support staff.• Introduction of Read&Write and Dragon Software.• Staff training to meet JCQ regulations to ensure all pupils who need examination support are currently registered.• Accelerated Reader Scheme /Volunteer Reading School at the Secondary Campus.• Liaison with the ARM Cluster/CAMHS etc and play therapist at the Primary Campus/ Key Stage specific mentor team.
Objectives for improvement 2016-19:
<ul style="list-style-type: none">• Develop transition links with feeder nurseries and primaries to enable improved planning for supporting and facilitating access to the curriculum.• Ensure all relevant staff are appropriately trained to support groups and individuals to access the curriculum, including training to use specialist software, to deliver relevant care and support and support teaching staff in ensuring students can appropriately access their subject/course/curriculum from Early Years to Post 16.• Explore staff training or potential employment opportunities to support students with mental health issues, in response to decreasing support from the LA, including a mental health early intervention workshop• Invest in staff training to support students with visual impairments/reading difficulties and the software purchased to support their access to the curriculum (including assisted technology and voice activated software).
Monitoring of Plans:
<ul style="list-style-type: none">• Update and review of the pupils on the SEN register every 6 months and annually in readiness for new cohorts, as well as review of specific programmes led by the Inclusion Team (eg. SLIP).• Annual review by the Curriculum School Improvement Group when exploring Curriculum Development in all Key Stages.• Report to Governors via Headteacher's Report and relevant sub-committee meetings.

AIM 2 – to improve and monitor access to the physical environment

SDP Priority 3: To maintain and further develop a caring environment that is safe, promotes equality, positive behaviour and attitudes for learning

SDP Priority 4: To embed an ambitious vision for the school that underpins a continuous drive for improvement.

Process for identifying barriers:
<ul style="list-style-type: none">• Action plans and risk assessments created in response to site inspections by relevant personnel, external or internal (eg. Site Manager, Governor, Facilities and Community Sub-Committee, LA Health and Safety Officer).• Ongoing feedback from students/staff, particularly from those with specific needs.• Review of pupils needs by SENCo, Primary Leader and Health and Safety Officer.• Review of individual Education, Health and Care Plans, individual Risk Assessment and Support Plans for pupils with SEN(D) or specific medical needs.• Early identification of students joining us in Year 7/Year 12/Reception or mid-year with individual plans in place for all pupils in response to their needs.
Summary of progress and good practice to date:
<ul style="list-style-type: none">• Individual Risk Assessments/EHC plans and IEPs completed for pupils 'at risk'.• State of the art Primary Campus constructed in 2011/12 to meet the (then) current requirement for pupils with a disability.• Our Secondary Campus was partly rebuilt in 2004 and has been upgraded and developed in response to the constant need to improve the site for pupils with disabilities.• Room conversion from small teaching spaces to facilities for pupils with specific physical disabilities eg. for physiotherapy, standing frames, intimate care suites.• Employment and deployment of a specialist Care Team to work specifically with pupils.• State of the art 'Pavillion' new build, dining centre and improved parking are in the planning phases to develop access to the main Secondary building and the Sixth Form teaching/social space.• An open culture established about mental health issues, through use of assemblies and PSHE, ensuring the school is an environment where mental health does not prove to be a barrier to accessing the environment.
Objectives for improvement 2016-19:
<ul style="list-style-type: none">• Ensure all risk assessments support and improve pupils' access to the curriculum.• Liaise with the LA and facilities team about the siting of lifts, toilets, changing facilities.• Review wheelchair access in key curriculum areas, (DT Food/ Science).• Review car parking and internal/external door access for pupils, staff, visitors and parents with disabilities.• Review the 'Mansion' building for Sixth Form students with disabilities to ensure access.• Ensure the potential new builds are fit for purpose and accessible for all.
Monitoring of Plans:
<ul style="list-style-type: none">• Annual review by Facilities and Community Governing Body Sub-Committee• Annual review by H&S Officer, SENCo and other relevant staff.• Annual planning meeting in readiness for new cohorts.

AIM 3 – to improve the delivery of written information to pupils, staff, parents and visitors

SDP Priority 1: To ensure rapid progression and high attainment that prepares pupils for the next stage in their learning journey.

SDP Priority 2: To provide engaging learning experiences that enable learners to achieve their potential.

SDP Priority 5: To strengthen and develop links and collaborative partnerships which benefit our pupils, staff and the community.

Process for identifying barriers:

- Termly review of individual pupils with a disability by the SENCO and other Inclusion staff at the Secondary Campus.
- Termly reviews of cohorts by the Assistant Headteacher with oversight of inclusion.
- Weekly reviews of students and their needs at the Primary Campus by the Headteacher.
- Early identification of students joining us in Year 7/Year 12/Reception or mid-year with individual plans in place for all pupils in response to their needs.
- Pastoral identification of students whose parents need support in accessing school materials/written information.

Summary of progress and good practice to date:

- Use of Makaton, PAT Dog Reading Scheme, Synthetic Phonics and PECS at the Primary Campus
- Specialised Dyslexia Intervention, guidance and support for teaching staff and pupils, as well as use of mentors/Progress Leaders to support pupils with mental health issues through regular contact with parents/carers.
- Introduction of Read, Write, Gold.
- Easily accessible school website.
- Development of house style for all internal/external publications, assembly presentations etc.
- Improved production of Parent Bulletin, Roundhay School Magazine and other relevant documentation.
- Pastoral progress leaders in place to offer guidance and support.
- Deployment of trained and specialist TAs.
- Thriving EAL team and cohort of students.
- SEN Handbook and Staff Handbook provides guidance about strategies to ensure students can access the curriculum and written information.

Objectives for improvement 2016-19:

- Ensure all teaching staff are using appropriate materials, seating plans, technology and software to ensure that those with disabilities can fully access the curriculum.
- As part of the whole school SIMS review, explore and action plan means of ensuring school/parent communications are delivered to parents digitally to allow for larger typeface or use with assisted technology/voice activated software.
- Ensure all pupils who would benefit from assisted technology/voice activated software are able to access this during exam periods.
- Develop access to digital technology for students with disabilities in the classroom.

Monitoring of Plans:

- Annual review SENCO and other relevant staff.
- Annual planning meeting in readiness for new cohorts.
- Annual review of school/parent communications presented to Governors via the Headteacher's Report and relevant sub-committee meetings.