



# ROUNDHAY SCHOOL

EST. 1903

Policy name: **Accessibility Plan**

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Governor committee: **Resources**

To be approved by: **Full Governing Body**

Date approved:

Review date: **Summer Term 2022**

Applicable to

**PRIMARY CAMPUS**

**SECONDARY CAMPUS**

**SIXTH FORM**

## Accessibility 2019 to 2022

### School Values

At Roundhay our curriculum is designed to inspire within pupils an inherent curiosity and love of learning. Through lessons and engagement in wider school life we support, develop and challenge pupils to be responsible, resilient and ready to learn. We are determined that **ALL** pupils will achieve their academic and personal potential and are prepared for the opportunities, responsibilities and experiences life offers.

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.

### 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 your ability to do normal daily activities. This includes:

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

A copy of the Accessibility Plan is given to all new members of staff as part of Inclusion induction training and it is posted on the school website. Staff training is important at Roundhay School and CPD training is reviewed annually for both teaching and non-teaching staff through BLUESKY Education. An Assistant Headteacher (CPD) leads this process.

This plan should be read in conjunction with:

- The Single Equality Plan
- SEND policy
- Behaviour Policy (including Anti-bullying)
- Schools local offer
- SEND Report
- Complaints procedure

The board of Governors review school Policies as per Local Authority guidelines.

Roundhay School's accessibility has 3 main aims:

1. Improve awareness of equality and inclusion
2. Increase access to the curriculum for pupils with a disability, delivering a curriculum where 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.
3. Improve access to the physical environment of the school, adding specialist facilities as necessary.

<b>1. Improve awareness of equality and inclusion</b>				
<b>Current Good Practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Pupil Passports KS1-4	To ensure essential information is accessed by all staff	<ul style="list-style-type: none"> <li>• Pupil passports are accessed via Classcharts and updated annually (SEMH, PP, EHCP, AUTISM, EAL)</li> </ul>	BBI, RHI	Reviewed annually
Deliver appropriate transition (LA guidelines) KS2-3	To ensure vulnerable Y6 students make a successful transition to Roundhay School	<ul style="list-style-type: none"> <li>• Visit all feeder Primary schools</li> <li>• Share essential information</li> </ul>	CAB, HOY	Annually in June
Joint Council for Qualifications standards are maintained KS4-5	Qualified staff deliver appropriate access arrangements..	<ul style="list-style-type: none"> <li>• JCQ Examination Access Arrangements Training</li> <li>• Staff training</li> <li>• Inclusion updates</li> </ul>	BBI, ACO	Reviewed annually

<b>2. Increase access to the curriculum</b>				
<b>Current Good Practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Risk assessments for pupils deemed "at risk" KS1-KS5	To remove risk / hazards and improve pupils' access to the curriculum.	<ul style="list-style-type: none"> <li>• Assessments carried out as required by Estates Manager.</li> </ul>	DRO, RHI	Reviewed annually

		<ul style="list-style-type: none"> <li>Information shared as appropriate</li> </ul>		
SEMH support for KS3-KS4	To provide early intervention for every pupil with SEMH which supports their wellbeing in school.	<ul style="list-style-type: none"> <li>SEMH referral system for weekly triage meeting.</li> <li>Mindfulness practitioner delivers 1:1 / group sessions.</li> <li>Provide support to families where required.</li> <li>Refer to other agencies as required.</li> </ul>	SPR HOYs	Reviewed half termly
Effective partnership with external agencies KS1-KS5	To support for vulnerable pupils with partnership with external agencies	<ul style="list-style-type: none"> <li>Refer pupils</li> <li>Co-ordinate provision</li> <li>Action and review</li> </ul>	RHI / KSN	Reviewed half termly
Resourced Provision for SPLD (EHCP severe dyslexia) KS3 – KS4	<ol style="list-style-type: none"> <li>To remove SPLD barriers / ensure access to mainstream curriculum</li> <li>Specialist teaching of Literacy / Numeracy</li> </ol>	<ul style="list-style-type: none"> <li>Liaise with LA to identify Y7 intake</li> <li>Deliver bespoke Lit/Num programme 1:1 for KS3/4</li> <li>Deliver additional support of core subjects in KS4</li> </ul>	RHI / ACO	Reviewed termly
Provision for visually impaired students	Students access text via materials modified in-house and/ specialist technology	<ul style="list-style-type: none"> <li>Staff training is delivered annually</li> <li>Materials are modified each week</li> </ul>	RHI / KSN	Reviewed annually
Synthetic phonics KS3		<ul style="list-style-type: none"> <li>reviewed each half term</li> </ul>	DCR	ongoing

### 3. Improve access to the physical environment

<b>Current Good Practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Completion of individual Risk	To ensure risk assessments	<ul style="list-style-type: none"> <li>Risk Assessments to be undertaken.</li> </ul>	DRO, RHI	Reviewed annually

Assessments/ IEPs completed	improve pupils' access to the curriculum.			
Primary Campus meets 2011/ 2012 (current) requirements for pupils with a disability.	To ensure that our new build meets the needs of all pupils.	<ul style="list-style-type: none"> <li>To liaise with the LA and the construction firm about the sighting of lifts, toilets, changing facilities.</li> </ul>	DRO, RHI	Reviewed annually
Provide safe spaces for SEND pupils KS1 - 5	To ensure pupils can access a safe space during unstructured time	<ul style="list-style-type: none"> <li>Areas are maintained, including Autism Base, Inclusion Base, Dyslexia Base, Nurture Provision and Calm spaces (Primary)</li> </ul>	DRO, RHI	Reviewed annually
Provision of a physio room handling training,	To ensure our pupils with physical disabilities access the physiotherapy as required of their condition	<ul style="list-style-type: none"> <li>Training for Care Team (including intimate care)</li> </ul>	DRO, RHI	Reviewed annually
Provision of specialist equipment	To ensure pupils with physical disabilities access equipment which meets their needs	<ul style="list-style-type: none"> <li>Maintenance of equipment – rise and fall desks, slopes, wobble cushions, workstations,</li> <li>Update assistive technology, Reading pens, read write</li> <li>Deliver access arrangements</li> <li>Sixth form team sign support pupils applying for Disability Allowance for university</li> </ul>	DRO, RHI	Reviewed annually