

# Roundwood Park School

## Accessibility Plan

Reviewed – November 2019

(Student Families and Community Committee)



## Vision and values

Roundwood Park School is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to ensure equality of opportunity for all students and staff; disabled students or prospective students are not treated less favourably than other students or prospective students, for reasons relating to disability.

We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

## Legal framework

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Physical or mental impairment includes sensory impairments and also hidden impairments such as: Dyslexia, Autism, Speech and Language impairments, ADHD.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions arthritis e.g.)
- 'normal day-to-day activities' include everyday things such as eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

Progressive conditions are considered to be a disability. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed disabled.

Some conditions are specifically excluded from being covered by the disability definition, such as addiction to non-prescribed substances, seasonal allergic rhinitis (e.g. Hayfever, except where it aggravates the effect of another condition).

The Special Educational Needs and Disability Act 2001 extended the DDA to cover education. Since September 2002, the Governing Board has had three key duties towards disabled staff and students, under Part 4 of the DDA:

- Not to treat disabled staff and students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled staff and students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

## **Scope of Accessibility Plan**

Roundwood Park School plans to increase the accessibility of provision for all students, staff and visitors to our school. The Accessibility Plan will contain relevant actions to:

1. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment and provision of physical aids to access education.
2. Increase access to the curriculum for students with a disability, expanding or adjusting the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are able-bodied students. This target covers teaching and learning and the wider curriculum at Roundwood Park School such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students to access the curriculum.
3. Improve the delivery of written information to students, staff, parents and visitors with disabilities. E.g. Hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans attached are reviewed annually.

This Accessibility Plan should be read in conjunction with the following:

- Single Equality Scheme
- Curriculum Policy Statement
- Professional Development Policy
- Health & Safety Policy
- Special Educational Needs and Disability Policy
- Behaviour Policy
- Supporting Children with Medical Conditions Policy

The School's complaints procedure covers the Accessibility Plan.

## **Implementation and review**

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination. The Accessibility Plan and accompanying action plans will be reviewed annually by Student Families and Community Committee and updated every 3 years. The Accessibility Plan will be published on the school website.

## Summary of initiatives and strategies in place

### **Improving physical access: upgrading the built environment:**

Ensuring access to buildings and safety of movement around the school site for disabled students. Actions taken include cushioning pillars, renewal of zebra and yellow line markings, installation of pimple/tactile tiles and ramps, demarcation of essential pathways (6<sup>th</sup> form common room) repair and maintenance of all road/field surfaces, installation of extra-bright projectors and smart TVs.

Lifts fitted in the majority of blocks

New open plan toilets fitted in each block – open plan and accessible to all students

All weather pitch with disabled access opened and in use

### **Overview of work already undertaken:**

- Zebra and yellow line markings renewed **April 16**
- Raised manhole covers replanted **Dec 15**
- Large areas of site resurfaced (tarmac) to cover uneven, sunk areas **Aug 16**
- Drains programme in place to prevent flooding, surface water **August 2016**
- Leaking guttering replaced **July 16**
- New pimple tiles for visually impaired students around site **September 2017**
- Lifts have been fitted in the majority of blocks to enable students to have access to most areas of the school. The lifts are fully operational and are serviced regularly
- Tactile floor tiles have been set in the ground to indicate ramp for access to the building near the canteen/science block for VI students - **August 2017**
- Floor markings in the 6<sup>th</sup> form common room, to mark a clear passage for VI students. **August 2018.**
- New toilets have been fitted in each block, which are open plan and accessible to all students. **2018**
- New 6<sup>th</sup> form common room- training for VI students. **September 2019**
- Pathway to be added to common room to show path to the study room for VI student. . **September 2019**

### **Improving curriculum access:**

Individual, county funded support for students with a Statement of Special Educational Needs or through Exceptional Needs Funding

Individual and small group support from outside agencies (eg the Links) and feeder schools with disabled students

Individual and small group support delivered by SENCO and teaching assistants within the SEN budget

Literacy and Numeracy support

Mentoring for identified students (Champions' programme, Achievement mentors)

Nurturing interventions e.g. Curiosity Club

Whole staff training on differentiation, teaching strategies and teaching styles

Monitoring (e.g. through drop-in insight walks) and reviewing departmental schemes of work for evidence of effective differentiation

IT support provided where needed including purchase of Chrome Books for use in lessons by identified SEND students.

### **Updating knowledge and skills:**

Whole staff training on disability, smart seating and sound field systems, medical conditions (epilepsy and diabetes) and procedures (use of epipens)

External specialists (e.g. for hearing impairment) provide knowledge and train staff

Medical register in place using Care Monkey system that allows parents/carers to update their child's medical records

Changes to policy so that all students carry their own Epipens and Asthma inhalers.

## Action Plan 2019 – 2022

### 1. Improving Physical Access

- All students/ staff/ parents/ visitors can access the premises without encountering any difficulties.
- The whole school environment promotes independence
- Reasonable adjustments made to accommodate students' personal needs.
- Annual audit conducted of the school premises taking into consideration the specific needs of any stakeholder, current or prospective.

Targets	Strategy	Outcome	By Whom	Completion of actions
Short term:	<p>To create a safer environment for all staff, students and visitors. To make the school secure in all external areas.</p> <p>Overhaul of fire doors, to increase safety around school. To meet the needs of individuals who are not able to use the lifts during a fire.</p> <p>Improvement of sloped area by the Tennis courts, to make it safer and accessible to all.</p> <p><b>£360,000 of Condition Improvement Funding Received and work on fire doors, fire alarm upgrades and signage has begun (started in October 2020) and will continue for 12 months.</b></p> <p><b>NB: All work is dependent on funding</b></p>	<p>Increase fire safety around school.</p> <p>The area will be safer for all.</p>	Director of operations- Paul Seymour	
Medium term:	<p>Outside changing rooms in the MFL block- concerns of quality of the facilities and accessibility/entry to the changing rooms.</p> <p>Parking areas- to create additional parking around school to stop double parking and to pedestrian routes safer.</p> <p><b>NB: All work is dependent on funding</b></p>	<p>Better facilities for all Safer area More accessible</p> <p>Safer pedestrian routes</p> <p>Restriction on vehicle movement through the site in the school day, will create a safer environment for everyone.</p>	Director of operations- Paul Seymour	

Long term:	Canteen- Ramp out to access the canopy area. This will also be enclosed so that it can be accessed all year round. A serving hatch/kiosk will also be opened in this area.  <b>NB: All work is dependent on funding</b>	Less congestion Area is more accessible to student with SEND Reduce queuing time	Director of operations- Paul Seymour	
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## 2. Improving Curriculum Access

- Teaching and learning meets the needs of all learners, with all teachers able to fully meet students' needs with regard to accessing the curriculum
- Students enjoy and benefit from a broad and balanced curriculum with full access to the National Curriculum at an age appropriate level.
- High levels of awareness in whole school community of disability and access issues
- Staff training is kept up to date.
- Staff are aware of the needs of individual students.

Targets	Strategy	Outcome	By Whom	Completion of actions
Short term:	Regular learning walks and work scrutiny to take place in departments and by the Learning support department, to ensure the needs of all learners are being met and to ensure Quality First Teaching is being delivered.	All student will be able to access the curriculum and learning.	Subject leaders SENCO	Some learning walks took place before the Lockdown. SENCO was involved in work scrutiny based on SEND alongside SLT. SENDCo is involved in the next Learning Walk scheduled for 30 <sup>th</sup> November 2020.
	To ensure that all students can access their lessons from home, through periods of school closure, including the national lockdown.	All students will be attending virtual registration and accessing lessons online.	Pastoral team  SEND team  Subject leaders	Each day, attendance is monitored by students logging on for 8:30am registration and any students who do not register, are followed up by the attendance team.  SIMs is used to code attendance in lessons.

				<p>Concerns are passed to the Pastoral/SEND team for individuals who are not attending lessons, or for whom there are concerns regarding their learning.</p> <p>Laptops have been issued to some students. All resources are being uploaded to Google Classroom, so that the students have everything that they require, in order to attend the lesson and learn effectively.</p>
Medium term:	To ensure that trips are accessible to all students, by creating bespoke OV5's for some students, for each trip they attend. Information to then be shared with trip leaders.	Trips will be accessible to all students, with the correct support put in place, for their individual needs.	Residential and day trips department  Learning support department  Trip leaders	The SEND department have completed OV5's for some students with EHCP's across the year groups, where bespoke support would be required on a trip, to make it accessible and safe. These have been shared with parents and will be adapted as necessary, depending on the trip they are attending.
Long term:	Develop training for staff in areas of SEND. Use INSET, Whole school staff meeting time, to book guest speakers e.g. ASD, VI, HI, CLA specialists.	Staff will have a more developed understanding of the needs of the students in the classroom and how best to support their learning.	SENCO	ASD Advisor came in; VI Specialist came in to deliver training to subject teachers of VI students followed by a drop-in session at lunchtime for all staff in October 2020. HI

				Specialist is doing a drop-in session on Mon 16 <sup>th</sup> Nov '20.
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### 3. Improving the Communication and Delivery of Information

Targets	Strategy	Outcome	By Whom	Completion of actions
Short term:	For DSP's, Head of Years and the SEND team to train and begin using CPOMS as a way of logging information.	Better communication between the three department areas.	DSP, HOY's, SENCO, Deputy SENCO	SENDCo had training on using CPOMS and trained Acting SENDCo on CPOMS too. All three department areas are using CPOMS regularly and communication has improved.
Medium term:	For all staff to receive training in how to use CPOMS so that they are able to log incidents and see any incidents/information for students in their form group/teaching group.	Better communication and awareness of student's information with the wider staff.	All staff	CPOMS was adopted in November 2019 and then launched to the whole staff in January 2020. Staff had a training session during the January INSET day and have been using it since then to record incidents.  All members of staff were trained during a staff meeting on how to use CPOMS to log child protection concerns. Training with the pastoral and SEND team was done separately before the whole staff, so that they are able to log incidents and alert each other.
Long term:	For CPOMS to be used to help support transition, so that Primary School files can be downloaded and shared with secondary staff more easily.	More detailed transition documents outlining the history of the student and any previous concerns or incidents.	Year 7 HOY and Deputy SENCO	Transition with feeder primary schools using CPOMS has been very smooth with files being easily accessible via CPOMS, where possible. Sixth Form have also benefitted from files of new Sixth

				Formers being transferred from other schools too.
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