



Roundwood Park School

Accessibility Plan

Full review: November 2022

Next full review: November 2025 (every 3 years)

**Next annual action plan review: November 2024
(Students, 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 2019-2022

Improving physical access: upgrading the built environment:

The access to buildings and safety of movement around the school site for disabled students has been thoroughly overhauled and previous actions have been achieved. This includes the installation of lifts, new open plan toilets and improved accessibility to the 3G Pitch.

Overview of work undertaken 2019-2022:

- New 6th 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**
- Access to the parking area behind humanities has been restricted during the hours of 8am-4pm, to create a safer environment during school hours- **September 2021**
- Canteen outside enclosure, canopy work- **September 2021**
- New fire doors and fire alarm upgrades, to increase fire safety around school- **Summer 2021**
- Improvement to sloped area by the tennis courts, installation of metal railings- **Summer 2021**
- Several areas of the school, have been fitted with non-slip carpet (Humanities, English, MFL, Drama)- **July 2022**
- Security Fencing around the school premises- **July 2022**
- Full upgrade of the school library- **July 2022**

Improving curriculum access:

At Roundwood Park we have on-going monitoring of students access to the curriculum, including reviews of:

Individual, County funded support for students with Education, Health and Care Plans (EHCP) or exceptional needs, that require Local High Needs Funding (LHNF).

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

Individual and small group support delivered by the Learning Support team within the SEN budget

Literacy and Numeracy support

Mentoring for identified students

Nurturing interventions e.g. Curiosity Club

Monitoring (e.g. learning walks) and reviewing departmental Curriculum maps for evidence of quality first teaching and adaptation of learning.

Updating knowledge and skills:

At Roundwood Park we have an on-going audit of the knowledge and skills required to work effectively, to ensure full accessibility for all students, updating these as the opportunities arise.

This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.

Action Plan 2022-2025

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:	To revamp of the learning support office area and sensory room. Future plans to extend the sensory room. Viewing panel to be fitted between the sensory room and LS office, with a sliding pane of glass. Carpets to be fitted to the area and painting to be completed.	Increase safety Better facilities for the students. Accessible to more students at one time	Director of operations- Paul Seymour	The Learning Support area was been redecorated, new carpets laid and new radiators fitted. All work completed by October half term 2023.
	To increase external lighting around school, starting with bollards down the side of the school hall.	Increased lighting, which will improve safety on the school premises.	Director of operations- Paul Seymour	This work has been completed with new lights at the back of Art, side of the main hall, overlooking the English Quad area, side of English, 6 th form and Geography.
	To fence off the sloped area to the side of the sixth form/MFL block, to improve safety. This means students will not be able to access this area.	Safer area	Director of operations- Paul Seymour	Sloped area work completed to the side of Science. Area to the MFL block, still to complete.
	To continue with the installation of Hippo Matting/carpeting around the school, in corridors that get wet e.g. canteen queuing area.	Safer area	Director of operations- Paul Seymour	One small area left to completed by the hall and to extend it in Maths, otherwise all areas now complete.
Medium term:	To re-develop the maths toilets, to make them open plan, in line with other toilets around the premises.	More inclusive Increase in accessibility	Director of operations- Paul Seymour	No decision made on this area and awaiting funding.

	NB: All work is dependent on funding			
	Canteen- Ramp out to access the canopy area.	Area is more accessible to student with SEND	Director of operations- Paul Seymour	Still to be done waiting on funding
	To apply for funding for a 2 nd Food Technology room, which is more accessible for disabled students. NB: All work is dependent on funding	Increase in accessibility	Director of operations- Paul Seymour	Costs have risen sharply so the school contribution would be nearly £70k which we cannot justify at present-continue to monitor.
Long term:	Re-development of the Geography block. To be knocked down and rebuilt into a two-storey building. NB: All work is dependent on funding	Better facilities available to staff and student More classrooms and space	Director of operations- Paul Seymour	This plan is on hold as a new area has been highlighted (for 6 th form), the costs to demolish and rebuild are in the £1 - 2million plus range and no funding available at present
	Outside changing rooms in the MFL block- concerns of quality of the facilities and accessibility/entry to the changing rooms. Future plans to change the use of this area, into a new sixth form common room, to accommodate the rising numbers of sixth form students. NB: All work is dependent on funding	Better facilities for all Safer area More accessible	Director of operations- Paul Seymour	This is part of the feasibility study for the 6 th form block, all capital funding applications are on hold from the Government until the next spending review.
	To improve access to the upstairs English block, by removing the stair lift and installing a fully operational lift. NB: All work is dependent on funding	Increased accessibility to the library and English rooms. Improved access to the curriculum.	Director of operations- Paul Seymour	No funding available at present and no real area to install the lift without losing office or classroom space-continue to monitor.

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.

Target	Strategy	Outcome	Date	By Whom	Completion of actions
1.	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 and adaptations are being made.	All students are able to access the curriculum and learning.	2022-2023	Subject leaders SENDCo	On-going monitoring throughout 2023-2024
2.	To continue to embed blended learning across all key stages.	Students in all key stages will be using blended learning in lessons.	2022-2023	Subject leaders Teachers	On-going monitoring throughout 2023-2024
3.	To focus on our whole school approach to reading, ensuring support for our weaker readers, using the HfL Reading Fluency Programme.	Groups of identified students, in KS3 will the HfL Reading Fluency Programme intervention, adding months/years onto their reading ages, by the end of the programme.	2022-2023	Learning Support Teacher, Overseen by SENDCo	During the academic year 2022-2023, 54 students across all key stages took part in the Reading Fluency Programme, with 74% of students, at the end of the 8-week intervention. Out of those 54 students, 3 students made more than 2 years plus progress with their reading age. We also now have 10 members of staff trained, to deliver the programme. This year 16 year 7 students with complete the programme as part of their Learning Support lessons.

					With 20 additional year 7 students split into four groups receiving the RFP as part of the intervention programme, being run during morning registration and library lessons. More students will be identified and part of the intervention, as the academic year progresses.
4.	SENDCo to run, SEND Surgeries for parents/carers to sign up to, for advice, support and guidance.	SEND Surgeries will give parents/ carers direct opportunities to spend 1:1 time with the SENDCo to receive support, advice/guidance.	2022-2023	SENDCo	Throughout the course of the academic year, 5 parental surgeries were run, where 50 parents were seen by the SENDCo. We will be running these again, this academic year 2023-2024.
5.	Develop training for staff in areas of SEND. Use INSET, Whole school staff meeting time, to book guest speakers e.g. ADHD, 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.	September 2024	SENDCo	September 2023- High quality CPD training was delivered by external advisors, on Hearing Impairment and Neurodiversity. SENDCo to continue to review and offer training to staff- on-going.
6.	SENDCo to run, SEND Surgeries for staff to sign up to, for advice and guidance.	SEND Surgeries will give the staff direct opportunities to spend 1:1 time with the SENDCo to receive support, advice/guidance.	July 2024	SENDCo RPS Staff	2022-2023- 2 staff surgeries run with 4 attendees. SENDCo, to continue to offer this academic year, as per the published directed time calendar.
7.	To install a slope in the library, which enables access to the raised area, improving students access to curriculum resources. NB: All work is dependent on funding	Students will have access to all areas of the library.	July 2024	Director of operations- Paul Seymour Melissa Craig- School Librarian	A portable slope has been purchased to negate the need of a permanent built slope- all works complete.