



Accessibility Plan

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PSED). This combined equality duty came into effect in April 2011. It is also compliant with the new SEND Code of Practice 2014.

Definition of Disability

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act, 2010).

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability. This aim is in accordance with the ambitions of the school development plan.

Principles

Compliance with the Equality Act, 2010: Accessibility for disabled pupils. The Equality Act is consistent with the Schools Aims and Equality, Diversity and Community Cohesion Policy and the operation of the Schools SEN policy.

Accessibility Plans set out how, over time, a school will:

- Increasing the extent to which disabled pupils can participate in the schools' curriculum
- Improving the physical environment of the schools 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.

In performing their duties, governors and staff will have regard to the Equality Act (2010).The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- Lessons should be planned to ensure that there are no barriers to every pupil achieving
- With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life.
- Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

This plan will contribute to the review of the school development plan and to related school policies including:

- Equality Duty Statement
- Teaching and Learning Policy
- SEN policy

Activity

This section outlines the main activities that The Roundhill Academy has undertaken and is planning to undertake, to achieve the key objective

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors / advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The site has been made as accessible as possible. The site is unsuitable for wheelchair access as there is no lift and the sloping nature of the site makes it even less suitable. We have a disabled toilet, and signs which comply with DDA regulations. There is a ramp available to access the upper level of the school building near the Maths classrooms. The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and

premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

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Michaela Rueben