



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:

- Increase the extent to which disabled pupils can participate in the schools' curriculum.
- Improve 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.
- Improve the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.

In performing their duties Local Advisory Board 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 their 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 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 barriers to every pupil achieving are minimised.
- With the right teaching, that recognises their individual needs, pupils may have little need for additional resources beyond the aids which they use as part of their daily life.

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. Information relating to individual needs and high quality teaching strategies, is shared by the SENDCo. The school will continue to seek and follow the advice of external professionals (for example Educational Psychologists and medical colleagues) when necessary.

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 accessible. There is an accessible toilet available on the ground floor and 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.

c) Provision of information in other formats

Accessibility of written information for students is guided by the appropriate LA/medical professionals. Parents are invited to contact the school directly should alternative formats be required.

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