



Roundwood Primary School

Accessibility Plan

Date of last review	Spring 2024
Date of next review	Spring 2027
Member of Staff responsible	Headteacher

Accessibility Plan

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This plan should be read in conjunction with the schools' Equality and Inclusion policies. The policy is reviewed on a 3 year cycle; the action plan is reviewed annually by the SEND governor(s), with progress and any amendments highlighted to the Governing Board.

At Roundwood Primary all staff, teaching and non-teaching, are committed to providing the best possible education for each child within our care, irrespective of social background, culture, race, gender, differences in ability or disabilities. We ensure that each child has access to a number of areas of learning so that he/she is able to develop the knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens. To that end we aim to be as inclusive as is practical to all. 'Reasonable adjustments' will be made for individual pupils according to their specific needs.

Our Accessibility Plan aims to:

- Enable access for pupils with disabilities to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Continue to improve access to the physical environment of the school for all stakeholders. This includes physical aids to access education.
- Continue to improve the delivery of written information to pupils with disabilities. This includes planning to make written information that is normally provided by the school to its pupils available to pupils with disabilities. Examples might include handouts, timetables, textbooks and information about school events. The information will take into account pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Disability: A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. (Equality Act 2010)

Roundwood Primary is a single storey building, and is fully wheelchair accessible. There is an accessible toilet. There is an accessible parking space.

To support the needs of pupils with disabilities at Roundwood Primary, we will:

- Work closely with external agencies to benefit specific pupils
- Ensure good communication amongst ALL staff e.g. class medical alerts, vulnerable children
- Constantly review practices e.g. storage of inhalers/epipens/communication system
- Ensure early identification of need through nursery visits and induction
- Monitor and review provision in classrooms, play areas and shared spaces around the school site
- Develop use of IT to facilitate learning for children with specific learning difficulties e.g. use of iPads & touch screen technology, Clicker
- Provide emergency First Aid training for all staff – updated every 3 years
- Provide Epipen training for all staff - updated annually
- Asthma training is provided for all staff

- Ensure at least 2 staff are fully trained in Paediatric First Aid and as required in Early Years.

Action Plan

Target	Strategy	Outcome	Timescale
All staff receive updated STEPS Therapeutic Thinking training	The school's STEPS tutors will deliver training to all classroom-based staff.	Staff follow the STEPS Therapeutic Thinking approach in conjunction with the behaviour policy. The curriculum can be accessed by all pupils.	Annual update for staff
Staff working with children in school have the necessary training to teach and support pupils with disabilities.	The training needs of all adults are audited annually via their annual performance management meetings. Appropriate training courses are identified based on the needs of the children and attended by the relevant/appropriate staff.	Accessibility of the curriculum and learning optimised through increased staff confidence and competence.	When required
Ensure all new building works meet accessibility guidelines.	Use of appropriate support and guidance from LA. Accessibility is considered when planning all works. Recommended work listed on AMP.	Building is as accessible as possible.	Ongoing
Staff receive epipen and asthma training.	Training delivered to staff face to face or online.	Staff understand the triggers, symptoms and effects of the individual's seizures and know how to respond.	Autumn 2023/Spring 2024
Identified pupils receive support to improve and develop their mental wellbeing and emotional literacy.	School will monitor changes in behaviour of their children and encourage conversations between teachers and parents if there are concerns about a child. School will offer targeted interventions where appropriate, seek professional input and/or signpost parents to external professionals.	Children develop a greater understanding of their emotions and they can access the support most appropriate to their needs. They understand and value prosocial behaviours and the impact that has on themselves and others. They have strategies they can employ to manage their mental wellbeing.	Ongoing

All pupils with physical and sensory impairments can access the learning environment to fully participate in school life.	Professionals and specialist teachers will assess the learning environment of identified pupils, highlighting adjustments that need to be made.	Identified pupils have full access to the environment and are fully included in all aspects of school life	Ongoing
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