



Roundwood School  
& Community  
Centre

# ACCESSIBILITY PLAN



the  
beckmead  
trust

| Year      | AUTHOR        | ROLE             | DATE OF NEXT REVIEW |
|-----------|---------------|------------------|---------------------|
| June 2024 | Vincent Riedy | Estates Director | 31/7/2027           |

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## **1. Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the Trust website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Board of Trustees.

## **2. Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan complies with our funding agreement and articles of association.

### 3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim                                                              | Current good practice                                                                                             | Objectives                                                                                                                                                                                                                                            | Actions to be taken                                                                                            | Person responsible    | Date of review | Success criteria                                                                                                       |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------|----------------|------------------------------------------------------------------------------------------------------------------------|
| Increase access to the curriculum for students with a disability | All existing schools in our Trust offer a differentiated curriculum for all students.                             | Work with curriculum leads in other Trust schools to understand scope and expectations of the Trust around curriculum intent, implementation and impact.<br><br>Work with other schools to procure a full range of resources to support our students. | Curriculum developed and audited with appointed teaching staff; costs of release time to be met where required | HT/Class Teachers     | May 2027       | Monitoring and student feedback confirms all students are accessing teaching and learning                              |
|                                                                  | We use resources in those schools tailored to the needs of students who require support to access the curriculum. |                                                                                                                                                                                                                                                       | Procure all necessary resources to support needs within the school                                             | HT                    | May 2027       | Monitoring ensures resources are in place and being used by staff/students                                             |
|                                                                  | Curriculum resources include examples of people with disabilities.<br><br>Curriculum progress is tracked          |                                                                                                                                                                                                                                                       | Planning proformas and monitoring arrangements to be shared with all teaching staff                            | HT/All teaching staff | May 2027       | Planning proformas are completed successfully<br><br>Assessment data being collected and used for progression analysis |

|                                                                |                                                                                                                                                                                                                                        |                                                                                                                                                                      |                                                                                                                                  |                                                                     |          |                                                                                                |
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|                                                                | <p>for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p> | <p>Ensure that effective planning and assessment is in place to support the needs of individual students and their needs and to allow good levels of progression</p> | <p>Ensure assessment system is fully installed and assessment cycle shared and implemented.</p>                                  |                                                                     | May 2027 |                                                                                                |
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> </ul>                                 | <p>Roundwood site:</p> <p>Ensure maintenance of existing access</p> <p>Communicate access</p>                                                                        | <p>Automated front doors, ground floor fully accessible, First and second floor accessible by lift.</p> <p>No internal steps</p> | <p>HT/ESCC Building Maintenance/ Beckmead Trust Estates Manager</p> | May 2027 | <p>Students, staff and visitors are able to physically access all public areas of the site</p> |

|                                                                   |                                                                                                                                                                                                                                                                                               |                                                                                                                                  |                                                                                                                                                                                                                                         |                                                                                                 |                                                                 |                                                                                                      |
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|                                                                   | <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>                                                                                                                                                                 | arrangements as required                                                                                                         |                                                                                                                                                                                                                                         |                                                                                                 |                                                                 |                                                                                                      |
| Improve the delivery of information to students with a disability | <p>Our Trust uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations.</li> </ul> | Ensure that RA replicates and builds upon communication systems being used at other schools, according to needs of our students. | <p>Visual timetables in all classrooms</p> <p>Signage &amp; labelling in place</p> <p>Communicate in Print and other suitable software available to teaching staff</p> <p>Requirements and recommendations of professional agencies</p> | <p>Class teachers</p> <p>HT/Class Teachers</p> <p>HT/Trust IT lead</p> <p>HT/Class teachers</p> | <p>May 2027</p> <p>MAY 2027</p> <p>May 2027</p> <p>May 2027</p> | <p>Monitoring – learning walks</p> <p>Signage in place</p> <p>Reception desk has access to loops</p> |



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|  |  |  | for individual students<br>are implemented |  |  |  |
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#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Board of Trustees.

At Roundwood School and Community Centre, the Plan will be reviewed by the Headteacher and the objectives updated accordingly.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy