

The Roseland Academy

Part of The Roseland Multi-Academy Trust



ACCESSIBILITY PLAN

(Statutory)

Approved: Autumn 2024
Date of Next Review: Autumn 2025

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Introduction

- a. Disability Discrimination Act 1995 (as amended) - The requirement to plan our support for disabled students originally arose from the planning duties at Sections 28D and 28E, which required schools to draw up accessibility plans to improve access to education over time.
- b. Equality Act 2010 - The requirement to plan was replicated in the Equality Act and schools must:
 - improve the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided;
 - increase the extent to which disabled students can participate in the curriculum;
 - improve the availability of accessible information to students with disabilities.

2. General

- a. The Academy's Admissions policy and criteria have been tested against and are compliant with our Public-Sector Equality Duty.
- b. The Academy's Disability and SEN policy has been tested against and is compliant with the Public Sector Equality Duty.

3. Current state

- a. **Physical environment** - The Academy has made significant adjustments to achieve the movement around the site by those students and staff with physical impairments and has considered the needs of those requiring hearing and sensory support, including:
 - access ramps, a platform lift, a passenger lift in lieu of steps allow full access to different learning areas;
 - railings are installed on the stairs in the Hall;
 - further higher visibility marking is installed on stairs and stairwells;
 - pavements and paths allow full access to different learning areas;
 - new pavements, paths and safe crossing areas have been added with the heightened visibility and accessibility;
 - uniformed signage throughout the Academy, high visibility of the signage;
 - lighting in all areas to ensure safe movement throughout the site;
 - toilet facilities are available in each section of the Academy;
 - desks and chairs in the classroom can be moved to arrange the learning space to access learning fully;
 - classrooms and learning spaces have been carpeted to improve acoustics;
 - classrooms, Hub 1 and Hub 2, provide full access to all users and offer a direct link with the outside learning space; all health safety measures have been undertaken with the relevant parties;

- additional seating spaces have been created by the Site Team to provide environmentally friendly, long-lasting and easy to access seats across the school site;
- SEN Cornwall provides training opportunities for staff to support young people with hearing and/or visual impairment; the mutual collaboration enables the consistent review of the learning environment for all young people.
- Collaboration with Visual Impairment Teams and Hearing Impairment Teams during as part of transition and educational accessibility provision reviews

b. **Participation in the curriculum** - The Academy works with students, their parents/carers and specialists to provide the appropriate support to our current students, including:

- where their condition prevents students from attending the Academy, we engage and resource the Children's Hospital Education Service;
- creating Individual Health Care Plans to personalise the accessibility to the curriculum and learning when supporting student's medical needs
- regular communication with parents about Academy events, attendance, progress and welfare through parents' meetings, email communication and satchel post facilitated by the pastoral team, Leadership Team and staff;
- auxiliary aids have been provided, a wheelchair is available, laptops and tablets to support learning; equipment to access learning in and out of school – writing equipment, revision materials;
- Family Learning: this well-established initiative engages families in their children's learning and through specific events the academy shares all the key information regarding learning, revision and life skills to promote progress through an active and a highly personalised collaboration
- Google Guardians facility: parents and carers have the opportunity to actively support independent learning of their children through this on-line tool;
- Class Charts provides student and parental APP to keep communications about attendance, sanction and reward in real time
- auxiliary services are provided, including:
 - Well-Being staff support well-being and emotional support;
 - BASE staff provide a secure learning environment, one-to-one support;
 - workshops on learning and emotional well-being;
 - As an accredited TIS (Trauma Informed School), several specialists provide a one-to-one programme to support the emotional well-being of specific students, aiming to reduce the potential barriers in education and to promote progress;
 - ASD Champion working, whilst in a close collaboration with the SENDCo, with specific students to enable them access the education and enjoy fully the school life; our collaboration with the families increases access to education through The Roseland Family Learning approach;
 - Dyslexia screening is deployed by the SENDCos to support learning;
 - Personal Learning Mentor working with Year 7 and Year 8 students specifically to assist with settling into secondary school, supporting them to access KS3 curriculum, develop learning skills in lessons and beyond;

- School Based Tutors offer in school and in classroom support for adaptive teaching;
- Parent Support Advisors are working with the primary schools and families to further enrich the transition provision and collaborate with The Roseland staff, as appropriate, to positively support the movement from primary to secondary education across The Roseland Multi Academy Trust (TRMAT) and beyond.
- Booklets provide all students with the same base level of subject specific information, key vocabulary and concepts. Students who are not able to handwrite legibly, or have physical difficulties with writing can access a digital version on Google Classrooms.
- A range of subject specific interactive digital learning programmes facilitate the access to learning on school site and through remote learning.
- All students have a school email account through which they can safely communicate with their peers and staff to access additional support and resources to further their learning;
- A range of ICT facilities to support students' life skills and access learning through a varied diet of activities;
- Homework Club and additional support is offered to promote learning and progress;
- Accelerated Reader Programme is accessed by all Key Stage 3 students to promote literacy, comprehension skills and actively increasing their reading age to access learning successfully long term;
- Phonics Books and Reading Plus are accessed as part of our reading enhancement programme to ensure that all students become competent readers who can access the curriculum and life beyond school;
- Educational digital learning programmes and Apps are widening the range of learning opportunities for all students through interactive learning in and out of the classroom and making the learning even more personalised.

c. **Making information accessible:**

- Our in-house printing capability can produce large-print versions of learning resources whenever required;
- coloured overlays are used to assist students with reading impairments;
- Dyslexia friendly classrooms;
- Literacy resources in each classroom to support learning: rulers, highlighters, jotters, overlays;
- Chromebooks and laptops often form a part of learning and support students' life skills;
- Google Classroom supports students to access all the information about a subject, learning and assessments over time;
- Concession testing to maintain equal access arrangements for the examination processes in Year 11;

- PCs on loan and supporting Apps enable students to access materials and adjust the viewing scale to suit their specific needs;
- Information on assessment and revision is shared through Family Learning sessions that are supported by the in-house designed information booklets.

4. Our plans

a. Physical environment:

- To maintain all existing access enablers for physically impaired students to a high standard to continue to enable access to all areas of the Academy;
- To ensure a high priority is afforded to the acoustic enhancing properties of replacement floor coverings;
- To engage in student voice about potential barriers to maintain the accessibility to learning as much as possible.

Strategies:

- Review the safety and accessibility frequently through Learning Walks, supervision, risk assessments reviews – conducted by the Leadership Team, staff and County health and safety bodies;
- Conduct additional risk assessments for any trips and Academy events to support young people with any additional requirements;
- Create and circulate PEEPs - Personal Educational Evacuation Plans - for young people who may be, however temporarily, in the need of additional assistance or guidance in the case of emergency, such as a fire drill, evacuation;
- Create IHCPs – Individual Health Care Plans – with the student and parent – where applicable to increase positively the accessibility to education and support the attendance;
- Liaise with the external partners to review the accessibility to the needs of the new students as appropriate;
- Provide additional training and CPD for staff to maintain the accessibility for all students and those with specific requirements as the needs emerge;
- Continue to embed the use of visualizers to help all students access the learning.

b. Participation in the curriculum:

- To continue to work with students, their parents/carers and specialists to provide the appropriate support to meet the evolving needs of current students and the specific needs of new students;
- To explore new ways of working to maintain the accessibility and students' achievement and wellbeing.

Strategies:

- Students with SEN and their parents/carers are actively involved in their reviews (APDR) and EHCP reviews where their progress across the curriculum is reviewed – SENDCo responsible and pastoral team/tutor/subject teachers to contribute;
- Provision Map is used as a transparent tool to monitor progress and support
- Students assessed regularly and their new needs emerging identified through a range of systems: reading age tests, end of unit tests, parental discussions,

teacher and support staff observations, dyslexia screening, student discussions in learning conversations – all staff responsible per their roles;

- Monitoring of students successfully participating in the curriculum: learning walks, student voice, pastoral and curriculum meetings – Raising Standards Team and Leadership Team responsible for monitoring and sharing the information appropriately;
- Common approach to learning: Curriculum booklets, Learning Language, lesson routines and expectations, marking and feedback policy to maintain an inclusive approach to the curriculum – all teaching staff responsible; monitored through learning walks, professional discussions, student voice, surveys;
- Monitor the use of visualizers by staff to model the learning and relevant steps;
- Share Learning Journeys with all the stakeholders to make the learning intent even more accessible and clear;
- Develop the use of Booklets to make the core learning content accessible to students over time and understand how to use these supporting resources;
- Develop Reading Tutor Programme to further increase the access to literacy and love of reading over time.

c. **Making information accessible:**

- To continue to provide an in-house printing service that can quickly produce learning materials in a range of formats to meet the perceived current and future needs, and to outsource to specialist organisations where this is not achievable;
- To facilitate the use of Chromebooks/laptops/CPens and supporting Apps to empower students to access information in the scale and format that best suits their needs;
- To maintain the active use of school emails as a mode of communication to support students;
- To use Google Classroom to support students, provide curriculum information and to engage parents/guardians/carers about study beyond the classroom;
- To use the school website and social media to share the latest information and sign post the families to the specific aspects or events;
- To use Schoolcomms for parents' evenings, text messaging facilities about important information. Class Charts for praise and sanctions to keep parents/carers involved fully.

Strategies:

- SENDCO liaises closely with teaching and support staff, pastoral teams to review the information held and strategies;
- Raising Standards Team, Teaching Team Leaders, Leadership Team and Data Manager to monitor progress on regular basis with the teaching staff, parents and carers;
- Collaboration and evaluation of all the teaching and learning developments through the established systems to maintain their effectiveness;
- Through Family Learning and school communication to share developments;

- Deputy Headteacher to share the information on the website, update it appropriately regarding events, curriculum information – to liaise with Leadership Team and staff.