



Roundthorn Primary Academy: Disability, Equality and Accessibility Plan (AP) September 2026

The Disability Equality Duty

The Equality Act 2010 came into force in October 2010 and requires all schools to promote equality of opportunity for disabled people and provide equal opportunities for all regardless of race, gender, sexual orientation, disability, religion or belief, gender reassignment and pregnancy or maternity.

There are three key duties towards disabled pupils:

- Not to treat disabled pupils **less favourably** for a reason related to their disability.
- To make **reasonable adjustments** for disabled pupils so that they are not at a substantial disadvantage.
- To plan to **increase access** to education for disabled pupils including activities outside the normal parameters of the school day.

Click on the link below to access the Equality Act 2010 and school guidance 2014.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Accessibility Plan

This policy sets out the proposals of the academy to increase access to education for disabled pupils in the three key areas.

Priority 1: Increasing the extent to which disabled pupils are able to participate in the school **curriculum, incorporating access to outdoor learning, forest school, extra-curricular activities, sporting and physical activities and educational visits including residential.**

Actions:

- Raise the awareness of the Disability Equality Scheme and Accessibility Plan with all staff and governors
- Continue to increase the number of children participating in extra-curricular activities (Special Educational Needs and / or Disabilities)
- Increase the opportunities for partnership working between home and school and school and home
- Ensure that all children have access to at least good teaching at all times from highly trained staff
- Ensure that all interventions are pitched and matched to the needs of the children and based on effective research and impact

Priority 2: To provide up to date training to meet the current needs of the children at Roundthorn and the changing needs of the school community.

Actions:

- Staff to attend training provided from outside agencies
- Complete Personal Care Plans for all children with complex medical needs and who require personal care
- Class teachers alongside support from the Inclusion Team to produce Pupil Emergency Evacuation Plans, Individual classroom risk assessments and Outdoor learning / Forest School risk assessments for all children with an Education Health and Care Plan and those who are deemed vulnerable
- Ensure that physical access in classrooms meets the learning needs of children with special educational needs and / or disabilities

Priority 3: Improving the Physical Environment of the school

Actions

- Ensure that all children can access outdoor learning and Forest School Activities.
- To ensure that all disabled children can access the school building, there are no stairs and all all door are wide enough for a wheel chair

Priority 4: To improving the delivery of information to pupils and parents with a Special Educational Needs & / or Disability.

- To continue to provide the availability of written material in alternative formats when required.

Additional Duties

Part 5a of the DDA requires schools to publish a disability equality scheme which sets out how the school will:

- promote equality of opportunity between disabled people and other people;
- eliminate unlawful discrimination;
- eliminate disability related harassment;
- promote positive attitudes towards disabled people;
- take steps to reduce the discrimination between disabled and non-disabled children and adults;
- encourage disabled people's participation in public life and;
- take steps to take into account people's disabilities, even where that may involve more favourable treatment.

The Scheme covers pupils, staff, parents and users of the school.

Disability Definition

The Disability Discrimination Act defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long term adverse effect on their duty to carry out normal day to day activities". This includes:

- Physical impairment which includes sensory impairments
- Mental impairments which includes mental illnesses and learning difficulties.
- Substantial means more than minor or trivial.
- Long term is defined as 12 months or more.

With regard to our pupils, those children who are at SEND Code of Practice (2015): School Support and/or have an Education Health & Care Plan **will count as "disabled"**. Those pupils who are not defined as having special educational needs but who, for example, may have severe asthma; arthritis, epilepsy, severe allergies or diabetes will also be defined as "disabled" in terms of the Disability Discrimination Act.

Not all pupils who exhibit "challenging behaviours" will meet the above disability definition requirement but those pupils, who, as a result of the Special Educational Needs and / or Disabilities graduated response and assessment process, have been identified as having "social, emotional and mental health difficulties" (PLASC codes in line with Code of Practice 2015) will be included in the scope of the DDA disability definition.

Disability Equality Duty Implementation

In furtherance of our requirements under the disability discrimination Act, Roundthorn has:

- Involved pupils, parents and staff, including those with a disability in producing a Disability Equality Scheme and Accessibility Plan through parent consultation meetings and pupil consultations.
- Published the Disability Equality Scheme and Accessibility Plan and made it publicly available including publishing the Disability Equality Scheme on the school website and signposting parents to a copy of the policy and plan.
- Demonstrated that the school has taken or identified action to achieve the appropriate outcomes and;
- Arranged to report on progress and review and revise the Disability Equality Scheme /Accessibility Plan on an annual basis to the Teaching & Learning Governors and through the Academy Roundtable meeting with the Focus Trust.
- Reported on the Disability Equality Scheme / Accessibility Plan to the SEND governor Mrs. Swift on a termly basis
- Published the Special Educational Needs and / or Disability information report on the school website.

Disability Equality Scheme: Vision and Values

At Roundthorn we continuously strive to ensure that everyone in our school is treated with respect and dignity and we place the child in the centre of the learning process. Each person in our school will be given fair and equal opportunities to develop his or her potential with full regard to race, gender, sexual orientation, gender reassignment, ethnicity, cultural and religious background, sexuality or disability.

Roundthorn sets very challenging targets and has high aspirations for all its pupils and expects them to participate in, contribute to and achieve success in all aspects of their school life as part of the 'Well Educated Child'. We are committed to equal opportunities in its widest interpretation but especially so for our learners by removing any potential barriers to learning and ensuring we seek to respond to their diverse and often complex individual needs.

It is the intention of Roundthorn, to ensure that all aspects of school life are equally accessible to everyone and that the school is committed to making reasonable adjustments for all individuals with disabilities. The vision of the school in respect of its disabled members is to ensure that all our disabled pupils, parents and visitors have optimum participation, contribution and achievement opportunities to ensure full inclusivity.

Pupils with Special Educational Needs and / or disabilities (SEND) take a full and active role in all aspect of school life. All pupils make at least good progress from their individual starting points, contribute and participate in whole school or class activities as part of the well-educated child including access to learning opportunities outside the classroom.

The achievement, presence and participation of pupils with special educational needs and / or disabilities is often equal to that of the majority of their non-disabled peers. Carefully considered planning, a commitment towards inclusion and open and collaborative decision making has resulted in appropriate responses to group and individual need.

All members of staff are committed to meeting the needs of all learners through a tailored and personalised curriculum, which is pitched and matched to individual needs through effective partnership and multi-agency working, which places the child in the centre of their learning journey. We have ensured, through continued staff development and regular, rigorous monitoring, that our day to day teaching meets the needs of each learner and the quality of teaching for all children is at least good and the provision for children with SEND is at least good.

Parents and visitors to school have a positive opinion and high regard for the manner in which school attends to the well-being of all its pupils. Following the most recent parent's meetings, feedback included, *"I feel that everybody has a really clear understanding of my children's needs, what they are good at and what they need to do next to improve."*; *"The sensory room is amazing. My son loves going in there."* *"I feel that my daughter has come a long way and that is because we have all worked together to make a difference."* *"At the meetings we set targets and these help us to know what they need to do next both at home and at school."*

Members of staff with disabilities are encouraged to discuss their needs in confidence with the Executive Principal Mr J Taylor, Head of School Mrs J Hardman or the SENDco, Miss J Roe, who upon behalf of the Governing Body will endeavour to meet their needs as sensitively as possible. Roundthorn Primary Academy is recognised as an inclusive barrier free school.

Consultation

This document has been developed in consultation with the families / carers of children with identified disability needs and the children themselves. Initial consultation was made by a survey of needs and views of all those in the school considered to have specific need. This has ensured that the school has a good understanding of the views and aspirations of the school community and that these have been taken into account in determining the priorities for improvement.

The most recent parent consultation (July 2026) identified the following headlines strengths of the SEND provision at Roundthorn:

- "My children both enjoy coming to school"
- "The teachers work very hard to support families"
- "There is great communication with teachers and the SENDco"
- "I feel confident that my child is safe and they are happy"
- "The SENDco really helped us with our child's additional needs and to get the support he needed"
- "There is good communication with the Speech and Language therapists"
- "The sensory room is amazing"
- "There is a wide range of afterschool clubs"

The most recent pupil voice (July 2026) identified the following headlines strengths of the SEND provision at Roundthorn:

- "Forest school is brilliant learning about plants and exploring."
- "I like doing art and DT"
- "I like maths because my teacher helps me with my learning and tells me when I have tried really hard."
- "I like reading because my teacher helps me with my reading and I have extra reading time with a different teacher"
- "There are lots of trips and visitors to school, we had the Vikings come to see us"
- "I love reading!"
- "I like going on trips like the zoo."
- "When I am stuck my teacher shows me what to do so I can then have a go and do it myself."
- "I like reading with my teacher because it helps me to improve my reading and helps me to talk about what I have read."
- "I enjoy history because you get to learn about the past"
- "I like forest school because we get to care for the animals and the environment."
- "I really like having the chance to go to the tournaments and working together as a team."
- "I like doing art and I like drawing and I am really good at it."
- "I like playing in the sand and playdough. It makes me really happy!"

All staff are committed to meeting the needs of all learners through a tailored and personalised curriculum. We have ensured, through continued staff development and regular, rigorous monitoring, that our day to day teaching meets the needs of each learner. Thorough detailed research, analysis and evaluation of assessments has resulted in us implementing a fluid system of interventions tailored to individual needs and ensuring value for money using the Education Endowment Foundation. This includes both published interventions and Academy bespoke interventions. Roundthorn works closely with outside agencies and professionals to ensure all children are able to access an inclusive curriculum and the vast majority of children make at least sufficient progress from their individual starting points. Careful monitoring of learning provision and data analysis ensures that interventions are narrowing the gap and where this is not deemed to be effective the school makes the necessary adjustments to ensure that the child continues to make progress from their individual starting points.

The achievements of all pupils are celebrated and this is facilitated through the PSHE curriculum, with a focus on the wellbeing of all learners throughout the academy (Child, staff and parents) has helped raise positive attitudes towards children and young people with learning difficulties and disabilities. Children with specific mobility needs or have an Education Health and Care Plan or vulnerable groups have their own risk assessments for external visits, individual risk assessments for outdoor learning / forest school, individual classroom risk assessments, pupil emergency evacuation plan (PEEP) and an individual assessment plan. This includes personal care plans for identified children.

Implementation and Review

The Roundthorn Disability Equality Scheme and Accessibility Plan will be made widely available and will be published on the school website. A copy will be made available to governors and distributed in all staff handbooks. Parents and pupils have been consulted on its implementation and briefed on its content and copies are readily available upon request. A summary of the policy will be published in the parent newsletter. The policy has also been disseminated to pupils through whole school assemblies, the learning challenge curriculum, PSHE curriculum and the School Council. The Disability Equality Scheme and Accessibility Plan will be reviewed on an annual basis by the Head of Academy with findings reported to the T&L governors on an annual basis.

This policy will be reviewed in September 2027 in line with the Accessibility Plan or sooner as required.

Miss J Roe
SENDCo
September 2026

