Summerhill Academy Accessibility Plan

Cabot Learning Federation

Version 2.0   May 2020

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
May 2017	Document Creation	Template for academy use created	Requirement to have plan in place in each academy
May 2020		**Review**	**New targets required**

Contents

1   Introductory Statement

1.1   This Accessibility Plan has been drawn up in consultation with staff parents and pupils of Summerhill Academy and covers the period from May 2020 to May 2023. The plan is available in large print or other accessible format if required.

1.2   The plan takes account of Summerhill Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

1.3   We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2   Background

2.1   Summerhill Academy's layout and facilities

2.1.1 Summerhill Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. Summerhill Academy occupies a large Victorian building over three floors. There is access to the reception area and ground floor classrooms via the street level entrance. Access to the first-floor classrooms is via stairs and there is currently no lift available. A large area of the playground is on a slope and there is access to the field via steps or by a gate on the road side. There is currently one accessible toilet on the ground floor which are disability compliant. The kitchen and dining area with toilet facilities is now available on the lower ground floor.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to Summerhill Academy in the following areas:

- increase the extent to which disabled pupils can participate in Summerhill Academy curriculum

- improve the physical environment of Summerhill Academy to increase access to education by disabled pupils

- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus

- disability equality scheme

- equal opportunities policies

- health and safety policy

- special educational needs policy

2.1.5 The Plan will be monitored through the Senior Leadership Team and the Health and Safety committee. There will be a full review of the Plan on 1st May 2023 when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at Summerhill Academy and to satisfy the current admissions criteria, Summerhill Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, Summerhill Academy requires full information. Summerhill Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which Summerhill Academy should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (**EHC**) plan Summerhill Academy will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, Summerhill Academy may need to take advice and require assessments as appropriate. Summerhill Academy will be sensitive to any issues of confidentiality.

3   Increasing the extent to which disabled pupils can participate in Summerhill Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Training for staff: To meet medical needs eg Cystic Fibrosis Nurse, Training from Bristol Autism Team, Speech and Language Therapy Team, Behaviour Consultant Online CPD resources shared with staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	ongoing	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations. Needs of all learners met.
Short term	School visits and after school activities accessible to all children	Consider needs of all pupils when planning Educational Visits and After School Clubs	Accessibility is considered at Stage 1 of the trip planning process Risk assessments identify support for pupils with medical conditions All school visits are accessible to all our pupils	ongoing	All risk assessments completed. Use of Evolve to plan School Visits Reasonable adjustments made to ensure all children access visits and after school activities
Short term	Ensure children with medical conditions have access to the full curriculum	Use of Welfare First Aider Where appropriate, liaise with medical health professionals	Training needs met to support pupils	Ongoing	Appropriate support and adjustments in place

		for understanding of support needs			
Short term	Include children with SEMH in a mainstream setting	Identify those who have SEMH difficulties and provide appropriate learning opportunities to engage in the social curriculum. Thrive programme used to support pupils with SEMH	SEMH children included in all areas of the curriculum	ongoing	Increased access to the curriculum for pupils with SEMH

3.1   Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?

- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

4   Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Reduce sensory issues for individual children during lunchtimes	Use of areas that provide a low stimulus environment: Rainbow Room and nearby space, Chill Out Club Use of Play Plans as required	Reduced incidents during lunchtime due to all needs being met.	Ongoing	A range of calm activities offered during lunchtimes available which children with sensory needs can access.
Short term	Identify access needs of parents new to school	Review parent responses on new starter forms	Access needs of parents are met	Each June – new Year In year admissions	Any adjustments in place
Medium term	Improve access to the netball court via the slope	Reduce long slope to: split level slope Asphalt surface	Reduced incline enables access for all users	End of 2020	All pupils and parents can access the netball court safely
Long term	Resurface main reception area to give access via electronic gate to playground	Resurface main reception area Remove steps Remove trip hazards Fit purpose-built ramp to suit the lay of the land on the slope	Access to playground from main reception area.	May 2022	Improved access to playground for all users

		Electronic lock at low level with fob			
Long term	For any new building work - plan for access requirements	All contractors to work to BCC Environment Access Standards	Planned access arrangements for all new building work.	Ongoing	All works supported by school surveyor and in-line with regulations in the Equality Act 2010

4.1   Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?

- can pupils who use wheelchairs move around Summerhill Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?

- are pathways of travel around Summerhill Academy site and parking arrangements safe, routes logical and well signed?

- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?

- are non-visual guides used, to assist people to use buildings?

- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?

- are areas to which pupils should have access well lit?

- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?

- is furniture and equipment selected, adjusted and located appropriately?

Improving the delivery of information to disabled pupils, staff, parents and visitors with disabilities.

5

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Awareness of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.
Short term	Develop use of visuals around school.	Ensure all classes use a visual timetable (core team meetings) Visuals in all areas	Visuals are used effectively by parents to navigate the school building	Ongoing	Visuals used by all stakeholders
Medium term	Ensure the Academy website is user friendly and accessible to all parents	Discuss areas of priority to work on in the first instance Discuss how parents and	School website is user friendly and easily accessible	Ongoing	All parents can successfully access and navigate the school website

		other stakeholders can be involved			

5.1 Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

- do you have the facilities such as ICT to produce written information in different formats?

- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Approved by: *Rebecca Curtis*	Principal
Approved on: May 2020	
Review date: May 2023	