



**Cabot**  
Learning  
Federation

Accessibility  
Plan.  
Summerhill  
Academy.

---

Version 3.0

Date March 2025

**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 2019		Ratified by CLF Update of staff	

**Contents**

History of most recent Policy changes..... 2

Contents..... 2

1 Introductory Statement..... 4

2 Background..... 4

Add map of academy site ..... **Error! Bookmark not defined.**

3 Increasing the extent to which disabled pupils can participate in the Academy curriculum..... 6

4 Improving the physical environment of the school to increase access to education by disabled pupils 8

5 Improving the delivery of information to disabled pupils..... 10

6 Increasing the extent to which disabled pupils can participate in the Academy curriculum **Error!**

**Bookmark not defined.**

7 Improving the physical environment of the Academy to increase access to education by disabled pupils ..... **Error! Bookmark not defined.**

8 Improving the delivery of information to disabled pupils ..... **Error! Bookmark not defined.**

## 1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the Senior Operations Manager and SENCO of the Academy and covers the period from March 2025 – March 2028. The plan is available in large print or other accessible format if required.
- 1.2 The plan takes account of the 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 The Academy's layout and facilities – old Victorian multi-story building with 8 classes, Year 3 – Year 6.
  - 2.1.1 Summerhill Academy is committed to making reasonable adjustments to allow pupils with disabilities 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 roadside. 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. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:
    - increase the extent to which disabled pupils can participate in the Academy curriculum
    - improve the physical environment of the Academy to increase access to education by disabled pupils
    - improve the delivery of information to pupils, staff, parents and visitors with disabilities.
  - 2.1.2 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.
  - 2.1.3 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

2.1.4 The Plan will be monitored through the academy council. There will be a full review of the Plan in **March 2028** 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 the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 To meet the needs of disabled pupils, the Academy requires full information. The 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 the Academy should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (**EHC**) plan the 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, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Training for staff: <ul style="list-style-type: none"> <li>- To meet medical needs of students e.g. diabetes.</li> <li>- Training for specific conditions e.g. from Bristol Autism Team, Speech and Language Therapy Team, Behaviour Consultants (Northstar).</li> <li>- Online CPD resources shared with staff.</li> <li>- Inclusive PE training (use of REAL PE).</li> </ul>	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 pupils met.
<b>Medium term</b>	School visits and after school club activities accessible to all pupils.	Consider needs of all pupils when planning educational visits and After School Club provisions.	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 and risk assess.  School Visits Reasonable adjustments made to ensure all children

					access visits and after school activities
<b>Long term</b>	Ensure children with medical conditions have access to the full curriculum	Use of Welfare First Aider. Where appropriate, liaise with medical health professionals for understanding of support needs	Training needs met to support pupils.	Ongoing	Appropriate support and adjustments in place.

### 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
<b>Short term</b>	Reduce sensory issues for individual children during structured and unstructured times.	<p>Reduce classroom display stimulus – hessian, neutral displays.</p> <p>Reset zones and sensory aids to support classroom environment e.g. ear defenders to reduce auditory overload.</p> <p>Sensory breaks offered to pupils with sensory difficulties throughout the school day.</p> <p>Use of areas that provide low stimulus environments during unstructured times (break/lunch)</p>	<p>More pupils regulated and engaged in learning.</p> <p>Reduced incidents during break/lunchtime due to needs being met.</p>	Ongoing	A range of calm activities offered during break/lunch e.g. use of library space.
<b>Short term</b>	Identify access needs of parents new to school	Review parent responses on new starter forms	Access needs of parents are met	Ongoing and during key transition points.	Any adjustments in place.

<b>Medium term</b>	Ensure that accessibility to all areas is reviewed and maintained	Complete Accessibility audit Action any recommendations	Accessibility of the environment is reviewed in line with the needs of children and families.	Annually	Physical environment is accessible to all. Completion of annual audit
<b>Long term</b>	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
<b>Long term</b>	Inclusive sensory spaces to be developed in the shared outdoor spaces e.g. sensory garden, outdoor inclusive gym space.	All contractors to work to BCC Environment Access Standards.  Application for funding.	Environment is more accessible for all pupils.	Ongoing	All works supported by school surveyor and in line with regulations in the Equality Act 2010.  Physical environment is accessible to all.

#### 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 the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the 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?

## 5 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	Ensuring availability of written material in alternative formats.	Staff to enlarge text if required. Use of different backgrounds on slides and different coloured buff paper. Use of coloured overlays. Use of Widgit visuals. Use of Makaton. Use of writing/reading slopes. Become aware of the services available through the LA for converting written information into alternative formats.	Teacher and school resources show differentiation.  If needed, the school could provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.  Ongoing use of resources.
<b>Short term</b>	Develop use of visuals around school.	Ensure all classes use a visual timetable. Visuals in all areas	Visuals are used effectively by pupils to navigate or communicate.	Ongoing.	Visuals used by all stakeholders
<b>Medium term</b>	Ensure information to parents is accessible.	Use of simple language in communications. Use of	More effective communication	Ongoing	Class Dojo used.

		visuals. Use of Class Dojo with translation service available. Use of Big Word for parent interpreting.	between school, children and families.		Translation interpreting.
--	--	--	--	--	---------------------------

### 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?

Reviewed by Kirstie Coombes (SENDCO)

Date reviewed March 2025

Approved by: Chris Barratt	Principal
Kerry Francis	Chair of Academy Council
Approved on: March 2025	
Review date: March 2028	



