Cabot Learning Federation

Accessibility Plan: Summerhill Academy

~~Version 1.0 May 2024~~
Version 2.0 November 2026

History of most recent Policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	June 2024	Document Creation	Template for Academy use created	The requirement to have a plan in place in each Academy
V2.0	November 2026	Document review	Template for Academy use reviewed	Review in line with guidance from key organisations

Contents

History of most recent Policy changes 7

Contents 8

1 Introductory Statement 9

2 Background 9

3 Assessing Accessibility 7

4 Increasing the extent to which disabled pupils can participate in the Academy curriculum 8

5 Improving the physical environment of the Academy to increase access to education by disabled pupils ..... **Error! Bookmark not defined.** 1

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

7 Appendix A: Accessibility Planning Process 15

Appendix B: Accessibility Review Checklist

1 Introductory Statement

1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the Operations Manager and SENDCo of the Academy and covers the period from November 2026 – November 2029. 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 - *Schedule 10 of the Equality Act 2010 places specific duties on schools in relation to disabled pupils, requiring them to plan proactively to improve access to the curriculum, the physical environment and information. These duties support schools in meeting their wider responsibilities under Section 149 (the Public Sector Equality Duty), particularly in advancing equality of opportunity for disabled pupils.*

1.3 We are committed to fostering a culture of equity, belonging and inclusion, where diversity is valued and all members of the community are supported to participate fully in academy life. We recognise our responsibility to anticipate and remove barriers experienced by disabled pupils, staff, parents, carers and visitors. This Accessibility Plan supports our work to improve access to the curriculum, the physical environment and information, while promoting participation, independence and positive outcomes for all.

Accessibility planning is an important part of the Academy's approach to inclusion. The actions within this plan are intended to support continual improvement and ensure that accessibility considerations form part of wider academy development and school improvement planning.

The Academy is committed to ensuring that disabled pupils, families and other stakeholders have opportunities to contribute to the identification of priorities and the review of progress, recognising that meaningful participation strengthens accessibility planning and supports more inclusive outcomes.

2 Background

2.1.1 The Academy's layout and facilities: Summerhill Academy is situated in the St George area of Bristol and occupies a traditional Victorian school site dating from the late nineteenth century. The academy comprises a number of extensions to the building, developed over time to meet the changing needs of the school community. The site is arranged across a sloping plot on Plummer's Hill and includes a mixture of single-storey and multi-storey areas. As is common with Victorian school buildings, some parts of the accommodation present physical accessibility challenges, including changes in level, stair access to certain areas and narrower circulation spaces than may be found in modern purpose-built schools. Where barriers to access are identified, the school seeks to make reasonable adjustments and implement alternative arrangements to ensure equitable access to education and school life.

2.1.2 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy.

2.1.3 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.

2.1.4 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.

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

- Academy prospectus
- Disability equality scheme
- Equality, diversity and inclusion information and objectives statement
- Health and safety policy
- SEND Policy and Information Report
- Supporting Students with Medical Needs

2.1.6 The Plan will be monitored by the Academy Council. There will be a full review of the Plan in November 2029, 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 an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) which makes and maintains the EHC plan to ensure that the identified provision is delivered appropriately.

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.

2.3 Developing this Accessibility Plan

This Accessibility Plan has been informed by a review of the academy's current accessibility arrangements, information and data, previous Accessibility Plan actions, and stakeholder views where appropriate. The academy may use the Accessibility Review Checklist (Appendix B) to support this process.

2.4 Participation and Engagement

The Academy recognises the importance of meaningful participation in accessibility planning. The identification of priorities and review of progress may be informed by the

views and experiences of pupils, parents/carers, staff, governors and, where appropriate, external professionals. Consideration should be given to the voices of disabled pupils and their families.

2.5 Monitoring and Review

Progress against the actions identified within this plan will be reviewed annually by academy leaders and reported to the Academy Council. The findings of this review will inform updates to the plan and future accessibility priorities. A full review and renewal of the plan will take place every three years.

3. Assessing accessibility and Identifying priorities: [completed by academy with the support of Appendices]

Vision and values: the purpose and direction of the academy's plan

Summerhill Academy is committed to providing an inclusive learning environment in which all pupils can participate, achieve and thrive regardless of disability or additional need. We aim to identify and remove barriers to learning, communication and participation through reasonable adjustments, inclusive practice and collaborative working with pupils, families and external professionals. Accessibility is considered as part of academy improvement planning and our commitment to equality, diversity, belonging and inclusion.

Gathering views: the views of those consulted during the development of the plan – key findings from gathering views of pupils, parents, academy staff and those working with the school

Feedback from pupils, families, staff and our most recent Ofsted report (2026) identifies a number of strengths and priorities:

- Strong SEND identification and graduated support processes.
- Effective use of visual supports and communication aids.
- Positive relationships with families and external agencies.
- Reasonable adjustments routinely implemented for pupils with additional needs.

Areas for development:

- Continued development of sensory-friendly environments.
- Ongoing staff training to meet increasingly complex SEND profiles.
- Ensuring all enrichment activities remain accessible.
- Further development of communication approaches for pupils with speech, language and communication needs.

Information and data: pupil data and school audit – key finding from gathering information and data

Key findings from school data and self-evaluation include the following:

- Increasing complexity of SEND needs, including autism, ADHD, speech and language needs and social, emotional and mental health difficulties.

- Regular use of adaptive teaching and specialist support strategies.
- Need to maintain accessibility within a Victorian multi-storey building where physical adaptations can be challenging.
- Continued requirement for accessible communication systems for pupils and families.

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

	Priority / Objective	Evidence Informing priority	Actions	Outcome / Success Measure	Timescale	Review of Progress	Date of Review
Short term	**Short Term**: Develop staff knowledge and confidence in meeting a range of SEND and disability needs.	Rising complexity of pupil needs and ongoing training requirements.	Deliver training on autism, ADHD, medical conditions, speech and language needs and adaptive teaching. Share relevant CPD through CLF and external agencies.	Staff report improved confidence. Reasonable adjustments implemented consistently across classes.	Ongoing	Largely achieved. Staff have accessed a range of SEND-related training and demonstrate increased confidence in implementing reasonable adjustments and adaptive teaching strategies. Inclusive practices are embedded across the academy. Due to the increasing complexity and changing profile of pupil needs, ongoing professional development remains necessary to ensure staff knowledge remains current and responsive.	10.11.2026
Medium term	**Medium Term**: Ensure all enrichment	Participation data and SEND reviews.	Consider accessibility during planning of clubs, trips and events.	Disabled pupils participate fully in enrichment opportunities alongside peers.	Ongoing		

	opportunities are accessible.		Use Evolve risk assessments and individual planning where required.				
Long term	**Long Term**: Ensure pupils with medical and physical needs access the full curriculum.	Individual healthcare plans and EHCP reviews.	Liaise with health professionals, provide appropriate training and review provision regularly.	Pupils with medical needs successfully access learning and wider school life.	Ongoing		

Key points to consider when completing this table

- Do staff have the knowledge, skills and training required to support disabled pupils effectively?
- Are learning environments organised to promote access, participation and independence?
- Is teaching adapted and responsive to the strengths and needs of all learners?
- Do staff use a range of approaches to support engagement, communication and participation?
- Are reasonable adjustments made to ensure disabled pupils can access learning, resources and assessments?
- Is appropriate assistive technology available and used effectively to support learning?
- Do staff recognise and respond to the additional physical, sensory or cognitive demands experienced by some disabled pupils?
- Are expectations ambitious and appropriate for all pupils?
- Do staff actively identify and remove barriers to learning, participation and achievement?
- Are disabled pupils supported and encouraged to participate fully in the wider curriculum, including trips, clubs, music, drama, leadership opportunities and sport?
- Where pupils cannot access an activity in its usual form, are alternative approaches considered to achieve the same learning, participation or outcome?

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

	Priority / Objective	Evidence Informing priority	Actions	Outcome / Success Measure	Timescale	Review of Progress	Date of review
Short term	Reduce sensory barriers across classrooms and social spaces.	Pupil SEND profiles, behaviour data and pupil feedback.	Maintain low-arousal classroom environments, sensory resources, ear defenders, sensory breaks and access to calm spaces.	Improved engagement, reduced dysregulation and increased participation.	Ongoing	Largely achieved. Sensory adaptations, calm spaces and low-arousal environments are established throughout the academy and are routinely used to support pupils' access, engagement and regulation. Continued monitoring and review are required to ensure provision remains responsive to the needs of current and future pupils.	10.11.2026
Medium term	Review accessibility of the site and physical environment annually.	Victorian multi-storey building and changing accessibility needs.	Complete annual accessibility audit and action recommendations identified.	Physical environment remains responsive to pupil and visitor needs.	Annual		

Long term	Ensure future premises developments improve accessibility.	Accessibility audit findings and estate development plans.	Consider accessibility within all refurbishment and building projects. Work in line with Equality Act requirements and CLF property guidance.	Accessibility improvements incorporated into future site developments.	Ongoing		

Key points to consider when completing this table

- Does the size and layout of buildings, classrooms and social spaces enable access for all pupils?
- Can pupils with mobility needs move independently around the site, including access to entrances, routes, toilets and specialist facilities?
- Are pathways, entrances and parking arrangements safe, accessible and clearly signed?
- Are emergency evacuation and safety procedures accessible to all pupils, including visual and auditory alerts where required?
- Is signage clear, consistent and accessible, including the use of visual or tactile cues where appropriate?
- Could any aspects of the environment, décor, lighting or signage create barriers for pupils with visual impairment, autism, epilepsy or other disabilities?
- Are learning and social environments appropriately lit and designed to support access and participation?
- Have steps been taken to reduce unnecessary background noise and improve acoustics where needed?
- Is furniture, equipment and specialist provision appropriately selected, adjusted and maintained to meet pupils' needs?
- Is accessibility considered when planning refurbishments, new buildings and site improvements?

6. Improving the delivery of information to disabled pupils

	Objective /Priority	Evidence Informing priority	Actions	Outcome / Success Measure	Timescale	Review of Progress	Date of review
Short term	Ensure learning materials are available in accessible formats.	SEND reviews and individual pupil needs.	Continue use of enlarged text, coloured overlays/printing on coloured paper, visual supports and adapted resources where required.	Pupils can access learning materials appropriately.	Ongoing	Largely achieved and now embedded within everyday practice. This priority will remain within the Accessibility Plan to ensure consistency, sustainability and responsiveness to changing pupil need.	10.11.2026
Medium term	Develop communication systems that support understanding and independence.	Communication needs identified through SEND reviews.	Maintain visual timetables, communication boards and consistent visual supports across the academy.	Improved communication, understanding and inclusion.	Ongoing		
Long term	Ensure communication with parents remains accessible and inclusive.	Family feedback and increasing diversity of community need.	Use Class Dojo and Bromcom translation functions, interpreting services and plain	Families can access information and communicate effectively with school.	Ongoing		

			English communications where appropriate.				

Key points to consider when completing this table

- Is information available in accessible formats to meet individual needs?
- Are websites, digital platforms and school communications accessible to disabled pupils and families?
- What assistive technology is available to support access to information and learning?
- Do staff have the knowledge and confidence to use assistive technology and accessible communication approaches effectively?
- Are pupils, families and relevant professionals involved in identifying effective adjustments?
- Are school communications, presentations and events accessible to disabled pupils?
- Is accessibility considered when purchasing new technology, software and learning resources?
- How do we monitor whether adjustments are improving access to information for disabled pupils?

7. Appendix A: Accessibility Planning Process

Information Gathering:

- Set up an accessibility planning working group
- Seek the views of stakeholders
- Gather and analyse data and information
- Consider other policies, considering the impact on pupil, staff and visitors according to their disabilities
- Complete accessibility reviews or audits

Developing an Accessibility Plan

Take each issue identified and set an objective that is specific and measurable

With each action identify:

- short, medium, and long term targets
- who is responsible for implementing the change
- when the action will be completed
- how it will be monitored and evaluated
- any costs involved (if applicable) of resources/changes to be made
- sources of funding (if applicable) to get resources/make the changes
- training needs related to the targets
- clear success criteria

- Review the objectives and accessibility plan at least annually
- When reviewing other policies, consider the impact of accessibility for disabled pupils, staff and visitors
- Report outcomes to stakeholders and publish on the academy's website
- Update the published information at least annually
- Revise objectives at least once every three years or earlier if necessary to inform the priorities for the next accessibility plan

Implementation, Review and Revise

Appendix B: Accessibility Review Checklist

This checklist may be used to support the development and annual review of the Accessibility Plan.

Evidence and Information Considered

Indicate which sources have informed this plan:

☐ Pupil voice

☐ Parent/carer feedback

☐ Staff feedback

☐ SEND reviews or self-evaluation

☐ Attendance data

☐ Behaviour and exclusion data

☐ Participation in clubs, trips and enrichment activities

☐ Accessibility of the Curriculum (see further checklist)

☐ Accessibility of the physical environment (see further checklist)

☐ Accessibility of communication and information (see further checklist)

☐ Previous Accessibility Plan review

☐ Advice from external professionals/agencies

☐ Academy improvement priorities

☐ Other: _____

Curriculum and Participation: Consideration	**Yes**	**Partly**	**No**
Disabled pupils can access the full curriculum	☐	☐	☐
Staff receive appropriate training and support	☐	☐	☐
Reasonable adjustments are routinely considered and implemented	☐	☐	☐
Disabled pupils can participate in clubs, trips and enrichment activities	☐	☐	☐
Pupil voice informs accessibility planning	☐	☐	☐

Physical Environment: Consideration	Yes	Partly	No
Learning and social spaces are accessible	☐	☐	☐
Routes around the academy are accessible and clearly signed	☐	☐	☐
Emergency evacuation arrangements consider disability needs	☐	☐	☐
Lighting, acoustics and sensory factors have been considered	☐	☐	☐
Furniture and equipment support accessibility needs	☐	☐	☐

Information and Communication: Consideration	Yes	Partly	No
Information can be provided in alternative formats when required	☐	☐	☐
Staff understand how to make information accessible	☐	☐	☐
Digital communication and websites are accessible	☐	☐	☐
Communication with families is accessible and inclusive	☐	☐	☐
Assistive technology is used where appropriate	☐	☐	☐

Summary of Accessibility Review
Key strengths identified
Key barriers identified
Priorities for the Accessibility Plan