



Cabot
Learning
Federation

Summerhill
Academy
Accessibility
Plan

Version 1.0 May 2017

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 |
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6 Increasing the extent to which disabled pupils can participate in Summerhill Academy
curriculum**Error! Bookmark not defined.**

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by disabled pupils.....**Error! Bookmark not defined.**

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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 April 2015 to March 2018. 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 Summerhill Academy. The Summerhill Academy occupies a large Victorian building over three floors. There is access to the reception area and first floor classrooms via the street level. Access to the second-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 are currently no accessible toilets which are disability compliant. The kitchen and dining area with toilet facilities is now available on the 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 March 2018 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 of 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. |
| Short term | School visits accessible to all children | Audit of visits in terms of accessibility | All school visits are accessible to all our pupils | ongoing | All risk assessments completed. Reasonable adjustments made to ensure all children access visits |
| Short term | Ensure access to the written curriculum for one child with vision impairment | Provide the child with an individual ipad as suggested by the Sensory Support Team and link to the class interactive whiteboard. Ensure the child's provision includes regular keyboard skills practice | Greater confidence and ability to access writing in the curriculum | April 16 | Child with vision impairment has full access to the written curriculum |
| Short term | Include children with SEMH in a mainstream setting | Identify those who have SEMH difficulties and implement Thrive | SEMH children included in all areas of the curriculum | ongoing | Children with identified SEMH have access to programmes to |

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| | | | | | ameliorate these issues |
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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 | Provide a quieter and calmer inside environment | Reduced incidents during lunchtime due to all needs being met. | April 2016 | A range of calm activities offered during lunchtimes available which children with sensory needs can access. |
| Short term | Ensure a child with vision impairment has access to the school building | Mobility Officer to assess the child's needs | Full access to the building for a child with vision impairment | April 2016 | Any adjustments in place |
| Short term | Identify access needs of parents new to school | Review parent responses on new starter forms | Access needs of parents are met | July 2016 | Any adjustments in place |
| Medium term | Reduce echo in dining hall | Install sound dampening panels to reduce echo | All children experience a positive lunchtime | May 17 | Dining hall is a space that is suitable for all |
| Medium term | Provide accessible toilet facilities for disabled pupils and visitors. | Identify appropriate existing facility and improve it. | Minimum of one accessible toilet. | March 18 | Improved facilities for disabled students and visitors. |
| Medium term | Ensure that as stairs are renovated they | Site Manager to include as part of each new job | Stairs are safe and accessible to all | July 17 | All steps in school to have visibility |

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| | include visibility strips | specification | | | strips |
| 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 |
| Long term | Provide access to upper storey classrooms if at all practicable. | Research and cost lift / staircase and funding with the DfE. | Ability of disabled pupils to access all areas of the School. | March 18 | Improved access to educational facilities. |

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. | Become aware 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. | June 16 | Delivery of information to disabled pupils is improved. |
| Short term | Develop use of visuals around school. | Ensure all classes use a visual timetable Visuals in all areas | Visuals are used effectively by parents to navigate the school building | April 16 | Visuals used by all stakeholders |
| Short term | Increase parent awareness of individual members of staff | All classrooms and offices clearly labelled with user names | Current staff identified and room labelled | October 17 Ongoing with new staff | All rooms labelled in a timely manner |
| Medium term | Ensure the Academy website is more user friendly and accessible to all parents | Discuss areas of priority to work on in the first instance Discuss how parents and other stakeholders can be involved | School website is user friendly and easily accessible | March 18 | All parents can successfully access and navigate the school website |
| Long term | | | | | |

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?

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| Approved by: <i>Laurie Munro</i> | Principal |
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| Approved on: June 17 | |
| Review date: May 18 | |

