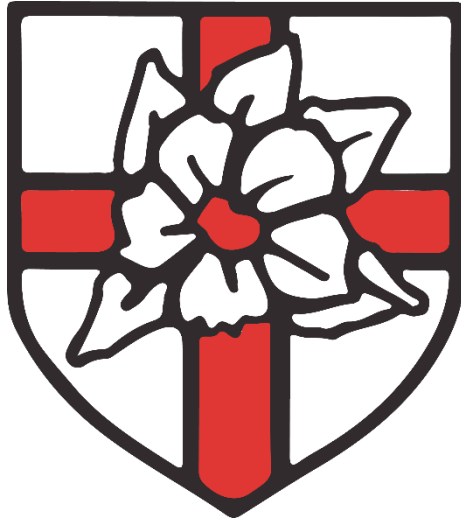


Summerfield School



The Best You Can Be – Everyone, Every Day

ACCESSIBILITY PLAN

Approved: May 2020

Review: May 2023

ACCESSIBILITY PLAN

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school values drive our objective of being accessible to all. As a school, we are **responsible** for making sure all pupils can participate equally in every aspect of our school curriculum and our school day. We **respect** the self-esteem and dignity of all pupils when making decisions on teaching, learning and the layout and use of our school site and we look to build **resilience** in every member of our school community by supporting them to be the best they can be in every aspect of school life.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> Obtaining data on future potential population to facilitate advanced planning. This includes liaison with the Local Authority SEN team Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour, emotional wellbeing and mental health) Using specialist teachers to support learning and to give pastoral and inclusion support Organising LSAs (Learning Support Assistants) deployment to cover a mix of | <ul style="list-style-type: none"> To ensure that all staff have a clear understanding of the SEND Code of Practice 2014 To ensure that all staff are trained to support pupils with ASD, ADHD and Dyslexia | <ul style="list-style-type: none"> SENCo to attend regular LA SEND locality meetings Training provided by the SENCo in INSET and through regular staff meetings. Training for all new members of staff Updates and rolling programme of training for all staff Update staff training annually for: | <ul style="list-style-type: none"> SENCo SENCo / Business Manager | <ul style="list-style-type: none"> July 2020 Annually | <ul style="list-style-type: none"> All new staff to be aware of their responsibilities towards SEND children All staff feel confident about working with pupils with ASD, ADHD and Dyslexia |

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| | <p>curriculum, learning and mental health needs</p> <ul style="list-style-type: none"> • Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc • Provision of a bank of disability specific, specialist resources, available to support individual pupil needs • Setting clear learning objectives that are appropriately differentiated for individual pupils • Ensuring that parents/pupils are included in the outcome setting process • Tracking back on Target Tracker where appropriate to measure progress and achievement of individual pupils and to facilitate the setting of individualised outcomes with an element of challenge • Encouraging the use of clear, well-presented visual aids to support | <ul style="list-style-type: none"> • To ensure staff are trained to support pupils with medical conditions • To continue to provision map to meet individual needs within each cohort • To improve accessibility for pupils with dyslexia • To raise awareness of emotional wellbeing and mental health for whole | <ul style="list-style-type: none"> • Asthma, Epilepsy and Diabetes • And as required in other specific conditions. • Update Medical Conditions policy annually • SLT to use provision map to adjust LSA support to meet individual / group needs • Purchase of Clicker 7 (£121) and TTRS (Touch Type Read Spell) • Participation in Wellbeing Award | <ul style="list-style-type: none"> • SLT • SLT/ SENDCo • SLT • Wellbeing Award Co-ordinator and Change Team | <ul style="list-style-type: none"> • Ongoing • Ongoing • January 2020 • October 2020 | <ul style="list-style-type: none"> • All staff will be trained to support pupils with medical needs • Provision maps to be written for all children with specific needs and LSAs to be deployed accordingly • The school will continue to be a place where emotional wellbeing and |
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| | <p>learning of all pupils</p> <ul style="list-style-type: none"> • Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils • Developing areas around school to further enhance and develop learning: chickens, allotment, pond • Using a range of teaching methods and styles to facilitate access for all pupils: for example, appropriate use of language, questioning techniques, individual, pair and group work • Using ability groups to target additional needs, with skilled LSAs to support learning • Making every effort to enhance inclusion at all times • Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our | <p>school community through participation in the Wellbeing Award</p> <ul style="list-style-type: none"> • All extra-curricular activities are planned to ensure they are accessible to all children • To evaluate current provision for emotional wellbeing and | <ul style="list-style-type: none"> • Review all out-of-school provision to ensure compliance with legislation • Ask parents / carers, pupils and staff to evaluate the current provision for emotional wellbeing and | <ul style="list-style-type: none"> • All staff • Wellbeing Award Co-ordinator and | <ul style="list-style-type: none"> • Ongoing • March 2020 | <p>mental health are promoted and supported through improved provision for all pupils and staff</p> <ul style="list-style-type: none"> • All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. • All parent, pupil and staff wellbeing evaluations completed |
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| | <p>school community</p> <ul style="list-style-type: none"> • Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities • Targeted interventions to support emotional wellbeing e.g. Drawing and Talking, working with the counsellor, time with the wellbeing LSA • Close workings with the Virtual Schools team for looked after children • Staff use Makaton signing to support learning, when necessary • Recent training has taken place in SEND, Team Teach, asthma, diabetes and epilepsy and there are a high number of trained first aiders. | mental health | mental health. | Change Team | | and strategy plan drawn up when results have been analysed |
| Improve and maintain access to the physical | <ul style="list-style-type: none"> • The school building is fully accessible for pupils with physical | <ul style="list-style-type: none"> • To ensure that access issues to take priority in | <ul style="list-style-type: none"> • Site manager to review physical environment on a rolling | <ul style="list-style-type: none"> • Site Manager | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • All areas to be compliant with legal |

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| environment | <p>difficulties</p> <ul style="list-style-type: none"> • The outside play areas are flat and almost completely accessible to wheelchair users • Wheelchair access to all buildings that are used day-to-day • Disabled toilet facilities available, accessible by wheelchair users • 3 private room spaces to enable confidential meetings to take place with SENDCo, staff, support agency staff and parents • Space for small group work and individualised work for targeted learners • Children's work is shown to be valued by use in displays around the school • The outdoor learning environment has been developed to enhance pupil's health and well being • The route to the building is kept free of snow and ice. • Route from the car park to the building is free | <p>adaptations and improvements of the learning environment</p> | <p>programme</p> <ul style="list-style-type: none"> • All teachers to be responsible for display of children's work • Outdoor area – responsibility of EYFS team. | <ul style="list-style-type: none"> • All staff | | <p>requirements</p> |
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| | <p>from kerbs</p> <ul style="list-style-type: none"> • The surface from the car park to the building is smooth and slip resistant • The car park and around the building are adequately lit • The car parking area is suitably surfaced • Evacuation routes from the building are checked routinely and regularly | | | | | |
| <p>Improve the delivery of information to pupils with a disability</p> | <ul style="list-style-type: none"> • Visual timetables and information supported by signs/symbols for targeted pupils • Home-school books for all pupils to ensure effective communication • Provision of verbal or large print information for targeted pupils • Parents section on school website with access to policies and class activities • Text messaging to parents | <ul style="list-style-type: none"> • To continue to improve the delivery of information to pupils with SEND needs | <ul style="list-style-type: none"> • Ensure visual timetables/ personalized timetables are clear in all classrooms • Ensure home school books are regularly checked and responded to • Ensure parents are aware of relevant areas on the school website | <ul style="list-style-type: none"> • All staff | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • The school will continue to focus on the delivery of information to both children and parents |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Physical access audit and plan

| Item | Yes/No | Issue/ Action |
|---|--------|---------------|
| Is furniture and equipment selected, adjusted and located appropriately? | Yes | N/A |
| Do you have emergency and evacuation procedures to alert all students? | Yes | N/A |
| Is appropriate furniture and equipment provided to meet the needs of individual students? | Yes | N/A |
| Do furniture layouts allow easy movement for students with disabilities? | Yes | N/A |
| Are quiet rooms/calming rooms available to children who need this facility? | Yes | N/A |
| Are car parking spaces reserved for disabled people near the main entrance? | No | |

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| Are there any barriers to easy movement around the site and to the main entrance? | Yes | Steps up to KS2 playground. Kerb from car park to access main entrance. |
| Are steps needed for access to the main entrance? | From car park, yes. From the actual main entrance, no. | |
| Do all steps have contrasting edging? | Yes | |
| If there are steps, is a ramp provided to access the main entrance? | No | |
| Is it possible for a wheelchair user to get through the principal door unaided? | Yes | |
| Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors? | Yes | |
| Do all internal doors allow a wheelchair user to get through unaided? | Yes | |
| Do all the corridors have a clear, unobstructed width of 1.2m? | Yes | |
| Does the building have a wheelchair accessible toilet? | Yes | |
| Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access? | Yes | |

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| Are non-visual guides used to assist people to use the building? | No | |
| Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) | No | Any hearing impaired children and adults are accompanied and would be visually notified. |
| Is a hearing induction loop available (either fixed or portable) in the school? | Yes – Radio aids provided by Inclusion and Intervention team, when necessary | |

Learning Access and audit plan

| Item | Yes/No | Issue/ Action |
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| Do you provide disability awareness training to enable all staff to understand and recognise disability issues? | No | Training is reviewed annually. Staff are informed and supported to manage individual needs. |
| Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required? | Yes | |
| Do all staff seek to remove all barriers to learning and participation? | Yes | |

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| Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress? | Yes | |
| Are all children and young people encouraged to take part in music, drama and physical activities? | Yes | |
| Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education? | Yes | All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need. |
| Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum? | Yes | |
| Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work? | Yes | |
| Do you provide access to appropriate technology for those with disabilities? | Yes | |

Information access and audit plan

| Item | Yes/No | Issue/ Action |
|--|--------|--|
| Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information? | No | Specific assessments are based on individual need. |
| Do you have the facilities such as ICT to produce written information in different formats? | Yes | |
| Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities? | Yes | |