



SUNNYSIDE
SPENCER ACADEMY

Accessibility Policy and Plan 2020-2023

Issue 5 – March 2020

Issue No.	Date	Approved	Signature	Revision Notes	Date Next Review
1	May 2014			Change of School Name	Summer 2017
2	October 2016			Inclusion of Access Plan 2016-2019	Summer 2017
3	June 2017			Reviewed action plan	Summer 2018
4	June 2018			Reviewed	Summer 2019
5	March 2020			Reviewed and revised	Summer 2020



Legislative Context

This plan is constructed in compliance with:

[Equality Act 2010: Schedule 10, Paragraph 3](#)

[Disability Discrimination \(prescribed Times and Periods for Accessibility Strategies and Plans for Schools\) \(England\) Regulations, 2005.](#)

and advice provide in Accessible Schools: Summary Guidance June 2002.

Our School Mission

Sunnyside Spencer Academy is a place where all grow and SHINE.

Purpose

This plan should also be seen in relation to the following school documents:

Equality Policy

Equality Public Duty Sector Statement

SEND Policy

SEND Report

Supporting pupils in school with medical conditions policy and procedures.



The plan covers the following three key areas:

Access to the curriculum- increasing the extent to which disabled pupils can access the curriculum.

Access to the school environment- improving the physical environment of the academy for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the academy.

Access to information- improving the delivery to disabled pupils of information which is readily available to pupils who are not disabled.

The plan outlines short – medium- long term targets covering the period 2020 to 2023.

A series of actions have been proposed to improve access, these have clear success criteria, person(s) responsible, possible resource implications and monitoring and review dates.

The plan will be reviewed annually.

Sunnyside Spencer Academy
Accessibility Plan 2020 -2023

Area 1 Accessing The Curriculum						
Timescale	Action	Person(s) Responsible	Success Criteria	Resource Information	Monitoring and Review	Notes
<u>Short Term</u>	Training of relevant staff re supporting children with specific disabilities	SENDCo	All pupils provided with appropriate support and challenge to progress in spite of any disability	Cost of training £200	Review Summer 2020 ready for next academic year	To build in training dates for identified staff.
<u>Short Term</u>	To ensure accessibility materials available for pupils with identified SEND Concern/Support.	SENDCo	All SEND Concern/Support pupils have appropriate resources to support learning – identified on	Resources to support learning £300.	Monitoring Summer term (See Class SEND files for individual provision plans. Staff also provided with docs about specific SEND and strategies to support.)	To ensure all relevant staff are aware of strategies/resources to support individual pupils needs.

			the graduated approach pyramid.			
<u>Medium Term</u>	Implement specialist training programme for teacher of pupils with PDA, ASD, ADHD, Dyslexia,	SENDCo	All pupils identified with specific difficulty and supported by high quality initial teaching	Cost of training £500	Monitoring Summer term 2020	Pupil surveys to be used to facilitate monitoring of impact. (In progress)
<u>Long Term</u>	Development assessment approach for children with needs	SENDCo	Assessment system which includes evidence of small steps – B squared	Cost of resource	Attainment and Progress Data analysis monitored half termly.	Complete staff Audit to identify multi-skilled staff.
Long term	To improve curriculum ICT access for all pupils with disability	Standards Leader - VL	All pupils overcome disability to access curriculum via appropriate ICT sources.	Refresh and update of ICT equipment – focus on APP to support SEND.	Annual refresher monitoring involving pupils.	Attainment and booklooks/B squared
Area 2 Physical Environment						
Timescale	Action	Person(s) Responsible	Success Criteria	Resource Information	Monitoring and Review	Notes
<u>Short Term</u>	Audit site to	Head of School	Full audit	Cost of vision	Check Oct 2016	Check against

Completion Autumn Term 1 (Old school building)	ensure wheelchair access, vision strips on stairs. Door signs made clear for all.	Site Manager	completed and logged. Adjustments made to provide vision strips. All doors clearly signed.	strips paint £50		Health and Safety policy. Completed November 2016.
<u>Medium Term</u> Completion Spring 1 (New school building)	Audit site to ensure wheelchair access, vision strips on stairs. Door signs made clear for all.	Head of School Site Manager	Full audit completed and logged. Adjustments made to provide vision strips. All doors clearly signed.	Cost of items required to support access to be confirmed	Check Feb 2017	Check against Health and Safety policy. Completed January 2017.
<u>Medium Term</u> To be fully in place and compliant by February 2017.	Full school signage system (INC Braille) All display and signs set at appropriate heights. All signs conform to Health and Safety regulations	Head of School	All signage in place. Full display meeting guidance re height, colour, size of font.	Cost of signs to be confirmed	Monitor from Jan. 2017 Fully in place Feb. 2017.	Notes – meetings to be held with EFA, contractors and Trust H&S to ensure compliance within new school building. No Braille.
<u>Long Term</u>	To develop		Any pupils/staff	Cost of	Monitor use of	To gather

By Academic Year 2017/18	provision for pupils/staff with additional hearing needs.		to access equipment to support hearing.	equipment to support hearing needs.	current provision. Review likely cost.	information from other schools. Ongoing.
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Area 3 Access to Information						
Timescale	Action	Person(s) Responsible	Success Criteria	Resource Information	Monitoring and Review	Notes
<u>Short Term</u> Completion Dec 16	To ensure website is fully compliant with 2010 Equality Act. Appropriate use of colour video, audio. Translation button. Full search facilities	Head of School	Website seen as an example to others. Fully accessible and compliant.	Appropriate software	Autumn term feedback. Expert analysis. Review Dec 2016	Seek advice from appropriate agencies. Research other sites. Audit December 2016 and reviewed May 2017 by SENDCo and Governor.
<u>Medium Term</u> Completion May 2017	To undertake a full review of all methods of communication to parents, pupils	Head of School Office Lead Administrator	Improvements in the quality, consistency and accessibility of all forms of	Staff time. New software	Monitor and canvas views up to January 2017 Review feedback	Look at ensuring corporate approach – eliminating any access issues.

	and other agencies. To include letters, social networking and website, to ensure pupils with disability are not disadvantaged.		communication with pupils, parents and other agencies. Feedback from those in receipt of communication		May 2017	
<u>Long Term</u> September 2018	To identify barriers to use of ICT communication. To implement training for pupils, staff and parents on effective use of ICT with focus on issues for those with disability	Standards Lead - VL	Improved access to all aspects of school information – timely, appropriate formats. Flexible to ensure full access for disabled	Training time for staff and parents.	Gather views from Sep 2017. Review by external experts Sept 2018.	Seek out best practice. Look to likely future methods of effective communication. Ongoing.

Identifying Barriers to Access: A Checklist (DfES Guidance: Accessible Schools)

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

	YES / NO
• Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	Yes (ongoing)
• Are your classrooms optimally organised for disabled students?	Yes
• Do lessons provide opportunities for all students to achieve?	Yes
• Are lessons responsive to student diversity?	Yes
• Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes
• Are all students encouraged to take part in music, drama and physical activities?	Yes
• Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	Yes
• Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	Yes
• Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes
• Do you provide access to computer technology appropriate for students with disabilities?	Yes
• Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	Yes
• Are there high expectations of all students?	Yes
• Do staff seek to remove all barriers to learning and participation?	Yes

Section 2: Is your school designed to meet the needs of all students?

	YES / NO
<ul style="list-style-type: none"> Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all students? 	Yes
<ul style="list-style-type: none"> Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? 	Yes
<ul style="list-style-type: none"> Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? 	Yes
<ul style="list-style-type: none"> Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components? 	Yes
<ul style="list-style-type: none"> Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? 	Yes
<ul style="list-style-type: none"> Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy? 	No
<ul style="list-style-type: none"> Are areas to which students should have access well lit? 	Yes
<ul style="list-style-type: none"> Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment? 	Yes
<ul style="list-style-type: none"> Is furniture and equipment selected, adjusted and located appropriately? 	Yes

Section 3: How does your school deliver materials in other formats?

	YES / NO
<ul style="list-style-type: none"> Do you 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? 	Yes (if required/requested)
<ul style="list-style-type: none"> 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? 	Yes
<ul style="list-style-type: none"> Do you have the facilities such as ICT to produce written information in different formats? 	Yes