Sutton Community Academy

Accessibility Plan

Review date November 2019

Improving Education Together.

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Preparation for entry into academy. (*Admissions Policy- within the resources of the Academy, Academy Prospectus and pupil information pack))*	🟩			
Grouping of pupils (*by year group and differentiated lesson plans in place plus individual support e.g. accelerated reader for catch up)*	🟩			
Homework policy and practice (**policy in place)**	🟩			
Academy discipline and sanctions *(reference Behaviour Policy)*	🟩			
Exclusion procedures (*reference Exclusions Policy.)*	🟩			
Academy clubs and activities (*full access as relevant also reference e.g. Off Site Visits Policy)* *Including registers of students attending each club*		🟧		
Academy trips, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment? (**trips policy and risk assessments)**			🟧	
The academy's arrangements for working with other agencies	🟩			
Academy policies, e.g. anti-bullying, SEN policies, health and safety are in place and reviewed annually.	🟩			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Classrooms are organised for disabled pupils.	🟩			
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 pupils	🟩			
Pupils who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.	🟩			
Pathways around the academy site and parking arrangements are safe, routes logical and well signed.	🟩			
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components.		🟧		
Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.	🟩			
The décor or signage is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.	🟩			

Physical access continued	Completed	In Progress	Under discussion	Not yet addressed
All areas to which pupils should have access are well lit.	🟩			
Steps have been made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment.	🟩			
There is ease of access to all academy facilities.	🟩			
Activities to support the curriculum, (e.g. drama group visiting academy) have appropriate risk assessments in place to ensure equality of access.		🟧		
Sports activities are available to all.	🟩			
The academy has in place emergency procedures which takes into account the needs of all pupils.	🟩			
Students have access to a safe area for taking medication e.g. diabetes, ADHD medicines and that supervision is provided as required.	🟩			
The academy has robust risk assessments in place for safeguarding students in teaching locations that are external to the school, such as Sutton Lawns.	🟩			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Lessons provide opportunities for all pupils to achieve.				
Teachers and teaching assistants have the necessary training to teach and support disabled pupils.				
All lessons are responsive to pupil diversity.				
Lessons involve work to be done by individuals, pairs, groups and the whole Class.				
All pupils are encouraged to take part in music, drama and physical activities.				
Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.				
The academy provides access to computer technology appropriate for students with disabilities.				
Classroom organisation allows for the needs of all pupils.				
Timetable design takes note of any pupil who may have a disability or a special educational need.				
All pupils are given consideration for assessment and exam arrangements.				
All pupils are prepared for the next phase of education.				
Staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading.				
Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.				

There are high expectations of all pupils.	🟩			
Staff seek to remove all barriers to learning and participation. **(reference *Equal Opportunities Policy)***	🟩			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Information is provided (as necessary) 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.				
The academy can produce written information in different formats (as required)				
Staff are familiar with technology and practices developed to assist people with disabilities.				
All staff, pupils and parents have access to information.				

Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
Physical Access	• Review the requirement for a perimeter fence arrangement around the front of school to further secure the main entrance to the school site • Ensure a range of support staff have specific training on disability/manoeuvrability and safe handling training • Reminder to all staff that visitors should be accompanied at all times and not left to wander the school site. • Evacuation procedures for key students with correct equipment - Ensure all disabled pupils can be safely evacuated. • Equipment and risk assessment for movement written in collaboration with PDS • Continue to upgrade the student toilets
Curriculum Access	• Increase confidence of all staff in differentiating the curriculum • Ensure classroom resources meet the needs of specific children • Ensure equal access to classroom resources through suitable adaptation • Ensure teachers have been trained in using our SEND strategy cards • Ensure classroom resources meet the needs of specific children
Information Access	• Ensure student risk assessments are fully upto date and regularly reviewed and amended where required. • Ensure medical plan/policy is fully implemented • Review staff/students with a physical/sensory disability to have a PEEP in place

Access Plan

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Visitors should not be left on site unaccompanied.	Remind staff to accompany visitors on site at all times	No visitors left unattended	Ongoing	MGt	Safeguarding procedures met and staff safe in the event of an emergency
	Risk assessments for vulnerable students (on risk plan register) are properly recorded and amended and quality assured regulalrly	Appoint new structure to create extra capacity	Risk assessments are fit for purpose and meet the needs of students and actions are followed up.	Ongoing	DJS, safeguarding team	Students are safe and systems are fully effective.
	All staff, visitors, governors, volunteers complete an induction to KCSiE 2019 before starting to work on site. Contractors are provided with SCA KCSiE 19 procedures	Online 60 minute module with certification	All staff certificated.	Ongoing	DJs	All aware of their role and duty around safeguarding

	To ensure plans are in place to evacuate anyone with a physical or sensory difficulty safely in the event of an emergency	Check records to see who may need a PEEP and complete as applicable	Anyone with a physical or sensory difficulty will know what to do in the event of an emergency	Ongoing	MGt, DJs, JWd	Staff/visitors/students to have PEEP in place if they have an physical or sensory difficulties
	To ensure regular checks are carried out to ensure the new alarm system and CCTV system function as intended: FIRE and LOCKDOWN.	Fire Drills Lockdown Drills Lockdown keys for all staff	Procedures work as intended	Each half term.	MGt, DMy	School procedure function as intended and all stakeholders are accounted for.
	Ski Pad evacuation	resources ordered and installed	In place and operational at identified locations	Nov 2019	MGt	Safe evacuation for identified students.
	Hoist for transitioning from a wheelchair to a specialized classroom chair	Ordering and installing. Location identified and making accessible.	Room operational and functioning as required	Nov 2019	MGt	Facilities meeting the needs of identified students.

Medium Term	To have non visual guides in lifts	Contact the lift company regarding braille buttons	Installation of non-visual guides and braille buttons in lift	October 2018	MGt	Non-visual guides used, to assist people to use buildings including lifts with
	Renew student toilets	Identify locations and install new facilities	Toilets are fit for purpose and minimum ratios adhered to	Ongoing through 2019/2020	MGt	Toilets meet the needs of students
	Different changing facilities for specific needs e.g. ASD, transgender.	Discuss the need for safe changing facilities for some students	Safe spaces/changing facilities are provided	July 2020	MGt	Changing facilities meet the needs of students
Long Term	Review and install a new perimeter fence at the front of school	Site visit/audit to ascertain requirements. Source, appoint and install.	Entrance to the school is safe and security is further improved.	August 2020	MGt, DMy	School entrance is further secured and ensures safe access to and from school.
	Medical plans: students with medical plans are identified and their programme of medication is managed and properly recorded	Follow medical policy	Students are safe and follow their specific medical plans.	Ongoing through to August 2020	Health group JWd,	Procedures are followed as per each medical plan.