



## **ACCESSIBILITY PLAN**

**Review Date:** September 2024    **Review Period:** Annually

**Next Review Date:** September 2025

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## 1. Introduction

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010.

The Sen and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Management Committee has had three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Academy Council Board of the SHA to increase access to education for disabled pupils in the three areas required by the planning duties:

- Increasing the extent to which disabled pupils can participate in the curriculum of SHA;

- Improving the environment of the Centres to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that SHA's accessibility plan is resourced, implemented, reviewed and revised as necessary.

## **2. Definition**

The Disability Discrimination Act 1995 defines a disabled person as a person with 'a physical or mental impairment which has substantial and long-term adverse effect on his (or her) ability to carry out normal day-to-day activities'.

The Act defines 'substantial' as 'more than minor or trivial' and 'long term' as 'has lasted or is likely to last more than 12 months.

The Act states that impairment is to be taken to affect the ability of a person to carry out normal day-to-day activities only if it affects that person in respect of one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

## **3. Starting Points**

Sutton House Academy believes that all pupils have the right to be included in the life of the Alternative Provision Centres. The staff is committed to the inclusion of all pupils. We therefore:

- Value every individual and celebrate their achievements
- Identify and respond to individual needs
- Identify and overcome potential barriers to learning
- Set multiple learning challenges for every pupil

On 1st October 2010, the Equality Act 2010 replaced all of the existing equality legislation, such as the Disability Discrimination Act 1995 (DDA) and the Special Education Needs and Disability Act 2001 (SENDA). The Equality Act 2010 places a legal obligation on all Alternative Provisions, making it unlawful to discriminate against pupils, staff, governors, parents or visitors with a disability.

Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations. In addition, we also welcome our specific duties to publish information every year about our Alternative Provision population, to explain how

we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

#### **4. The Main Priorities in the Alternative Provision's Plan**

Increasing the extent to which disabled pupils can participate in the AP's curriculum.

The current position:

- All pupil needs, including SEND, are identified to staff at the start of their placement. The Context Sheet for each class is kept up-to-date and is accessible to all staff. This allows for instant access to pupil profiles of need and ability.
- Each pupils' needs are shared and planned for by all staff through regular contact. The curriculum is fully inclusive.
- Underachievement of pupils, including those with SEND pupils is systematically tracked.
- Access to additional services and outside agencies is sought to support improved outcomes for pupils, including those with SEND.

#### **5. Key Objectives**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

To avoid all forms of discrimination directly or indirectly in recruitment or employment.

#### **6. Principles**

Compliance with the EA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the EA:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan (Appendix A)

The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum.
- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

## **7. Activities**

### **7.1 Education & Related Activities**

The school will continue to seek and follow the advice of Parallel Learning Trust, LA services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals from the local NHS Trusts.

### **7.2 Physical Environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### **7.3 Provision of Information**

The school will make itself aware of Trust and local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **8. Current Targets**

See Appendix A

## **9. Targets Achieved**

The newer areas of the academy were designed from opening to be fully accessible to all stakeholders, and the curriculum is designed with all students in mind.

## **10. Current Plans**

See Appendix A

## **11. Plan Availability**

The school makes its accessibility plan available in the following ways:

- A copy is held in the school offices alongside the H&S documentation
- A copy is posted on the school website
- A copy can be emailed or posted on request
- The plan can also available in a high contrast and large print size format upon request please contact the main office for further details.

## **12. Linked Policies**

This Accessibility Plan will contribute to the review and revision of related school and Trust policies

- SEN Policy
- Equal Opportunities Policy
- Health and Safety Policy

## 13. Appendix A

### 13.1 Priorities for increasing access to the curriculum

Target	Objective	Persons Responsible	Actions	Timescales	Predicted Outcome
All Schemes of Work (SoW) and lesson plans take into account the needs of all pupils.	<p>Curriculum leaders and SLT review SoWs to ensure they meet the needs of all pupils.</p> <p>Curriculum areas to develop a range of differentiated resources to meet the needs of all pupils.</p> <p>Systems in place to inform staff of the specific needs of individual pupils.</p> <p>Specialist equipment and furniture is available when needed.</p> <p>Regular staff training to be provided on meeting the needs of pupils.</p>	SLT	<p>Review SoW and resources, half-termly following introduction and periodically thereafter.</p> <p>Purchase of resources as appropriate.</p> <p>Review of training needs of staff and specific needs of pupils on a regular basis to identify and mismatch.</p>	On Going	<p>All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>Improved access to curriculum for all pupils.</p> <p>Teachers are aware of the relevant issues surrounding specific groups and can ensure that this group has equality of access to life preparation learning.</p>
All texts to be accessible to all pupils.	Calibri front size 12 to be used as a minimum on all work sheets. Coloured photocopy	SLT	Stock of coloured paper to be maintained	On Going	Pupils can access text more readily and are more motivated to read in lessons and for pleasure

Target	Objective	Persons Responsible	Actions	Timescales	Predicted Outcome
	<p>paper available for dyslexic pupils.</p> <p>Library to include materials for a range of reading ages</p> <p>Large print and audio formats provided as required.</p>		Stock and content of libraries to be reviewed regularly	On Going	
SHA can meet the needs of its pupils.	<p>Some staff job descriptions include the need to support children with personal care needs.</p> <p>Staff training including lifting and handling is appropriate and up to date to meet the needs of the pupil.</p>	HT	PLT Job descriptions to be reviewed	Summer 2024	The needs of pupils can be met more effectively to support inclusion
All children are able to access extra-curricular opportunities.	<p>Planning takes account of needs and reasonable adjustments are made to ensure disabled children are not excluded.</p> <p>All out of Centre activities are planned to ensure the participation of the whole range of pupils.</p>	AHT	<p>The planning for all extracurricular activities will include reflection on the cohort and any barriers that will hinder access</p>	On Going	<p>All pupils will be able to access extra-curricular activities. This will include trips and visits within</p> <p>SHA's day</p>

## 13.2 Access to written information

Target	Objective	Persons Responsible	Actions	Timescales	Predicted Outcome
To improve access to written information for parents about SHA.	Include specific information needs on referral form.	SLT	SHA to itself aware of the services available through the LA for converting written information into alternative formats.	On Going	All parents are able to access written communication from the SHA
	All letters home to be checked by AHT for use of language and jargon.	AHT	Review letters and forms that are kept on file.	Spring 2024	
	Make SHA brochures more accessible to parents	AHT	Review SHA Brochure to make it more accessible	Spring 2024	
	SHA website to conform to accessibility protocols.	HT	Continue to monitor and review the website for improvements regarding access.	On Going	
	SHA website to be accessible in numerous languages	SENCO			
Review the SHA communication systems to enable effective information managements.	Consult with staff, AC member, pupils and parents on preferred systems for communication.	SENCO	Review the systems of communication with a view to improvement e.g. use of email/SchoolComms texting service	On Going	Improved communication between all members of the SHA community
To review SHA's policies on a regular basis and ensure they meet statutory requirements.	Policies reviewed by designated staff member and AC members in regular basis.	HT	Create a schedule for policy review	Spring 2024	Policies are reviewed on a regular basis and are up-to date.



### 13.3 Physical Access

Target	Objective	Persons Responsible	Actions	Timescales	Predicted Outcome
Ensure that SHA is accessible to all.	<p>Designated disabled parking near the main door.</p> <p>A quiet seating is to be identified for visitors.</p> <p>Reception staff made aware of the needs of disabled people.</p> <p>Ensure accessibility and clarity of signs around each site.</p> <p>Regularly review accessibility in all areas.</p>	HT/SLT	<p>Checks of external internal signs to be part of the H&amp;S inspections.</p> <p>Staff training as required</p>	<p>Half Yearly</p> <p>On Going</p>	SHA is accessible to all
Ensure SHA is easily navigable to adults and children.	<p>Ensure clarity of internal and external signs.</p> <p>Ensure hi-hiz areas are regularly maintained,</p>	SLT	Ongoing vigilance, Exceed Termly H&S Audit inspections.	On Going	Clear signage supports easy access
Ensure that all members of the SHA community are safe in the building.	Fire evacuation procedures, alarms, etc. reviewed to take account of the needs of all pupils and staff and specific needs are recorded.	SLT	Checks of signs to be part of the Fire Assessment Review, Exceed Termly Audit H&S inspections. Ongoing vigilance to ensure fire exits are kept clear.	Termly	SHA environment is safe for all

## 13.4 Improvements

Improving the physical environment of the Centres to increase the extent to which disabled pupils can take advantage of education and associated services.

- The current position:
- All buildings are wheelchair accessible
- There are disabled toilets in both SHA buildings
- There is clear visual signage in all areas of the building
- There is significant colour contrast between doors and door frames throughout the whole SHA
- There are Hi-Viz edgings to all steps at both SHA buildings
- There is a physical environment that is safe and welcoming

## 14. Review of Accessibility Plan

The Accessibility Plan will be monitored and reviewed every year by the Academy Council Board. Whole SHA training will recognise the need to continue raising awareness for staff and the Local Advisory Board on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following SHA policies and documents:

- Equality Statement
- Special Educational Needs Policy
- Teaching and Learning Policy
- Curriculum Policy
- Behaviour Policy
- Health & Safety Policy