

Sunnyside Academy

3 Year Accessibility Plan

2019 - 2022



Purpose

With regards to the Equality Act 2010, which has superseded the Disability Discrimination Act (1995) and the Special Educational Needs and Disability Act (2001) since October 2010 there are two parts that are specifically relevant to the use of the school:

Education/training: ensuring any existing or potential users do not experience any discrimination, harassment or victimisation whilst accessing services provided by the school.

Employment: meeting the obligations imposed by the Act is seen as a 'reactive' duty in terms of addressing the needs of a disabled employee once their individual access needs are known.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Where recommendations have been made for staff areas these represent the view that issues may need to be addressed following a work place assessment to establish the particular needs of an existing or future disabled employee. It is understood that currently there are no disabled staff members at the school.

The majority of visitors to the school are known to the staff therefore the service should take all reasonable steps to anticipate what access requirements members of the public (visitors/parents) may have when arranging an appointment, and ensure that management practices, policies and procedures, and the physical provision of the environment itself, do not unreasonably discriminate against disabled people.

It is reasonable to expect that some users or visitors to the school may be disabled as defined in the Equality Act 2010. In that respect, the comments and recommendations in this audit report are made in light of the best practice guidance, which would be suitable for all disabled users, visitors or members of staff. Middlesbrough Council is committed to its duties to eliminate unlawful discrimination and to promoting the equality of opportunity for people with disabilities

Scope

The Accessibility Plan links to the Accessibility Audit conducted in conjunction with Middlesbrough Council and contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or educational visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with other related policies and guidance documents.

Ethos and values

Sunnyside Academy Governing Body is fully committed to meeting the requirements of both the Equality Act 2010, as applicable to those staff, pupils and members of the public who have restricted:

Mobility	Physical co-ordination
Manual dexterity	Continence
Ability to lift, carry or move everyday objects	Speech, hearing or eyesight
Cognitive ability, memory, or ability to learn, concentrate or understand	Risk perception or physical danger

We have made a clear commitment in our values, vision and ethos statement that we are a fully inclusive academy and respect and celebrate diversity and difference.

The Governing Body devolves responsibility to the Headteacher to **make any and all reasonable adjustments** as necessary to the academy and its infrastructure, so that:

- No person accessing the academy site is served less favourably by way of their disability, or unable to access any necessary part of it.
- Any person with a disability is able to play a full and active part in all aspects of academy life.
- Any pupil with a disability has equal and full access to all aspects of the curriculum and its delivery, as well as extra-curricular activities.
- No pupils' standard of attainment or achievement should be compromised as a result of disability.

Monitoring and Evaluation

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by Governing Body and published on the academy website.

At Sunnyside Academy, the accessibility plan will be monitored by the Head Teacher and evaluated by the Governing Body members. The Accessibility Plan is structured to complement and support a number of academy policies.

Management and process

The accessibility plan will be managed and co-ordinated on a day to day basis by the SEND Team (AHT for SEND, SEND Inclusion Officer, Academy Business Manager) and SLT, ensuring that:

- The individual needs of pupils will be assessed prior to admission to the academy

- Relevant staff will work closely with parents/carers and other agencies to agree the most appropriate support for pupils with disabilities. Multi-agency meetings will be held as necessary to share knowledge and information and review the effectiveness of provision.
- Every effort will be made to include pupils with a disability into all activities, and where possible, we may provide aids and devote additional resources to ensure this is the case.
- Any strategies put in place will be shared with those affected, monitored for effectiveness and adjusted accordingly as a result of changing circumstances.
- Information on the specific needs of pupils with a disability will be disseminated to all relevant staff either in hard copy, by email, or in person.

Physical Access

There is good physical accessibility to all parts of the academy building. The building has the following features:

- Non-stepped or gradient ramp access/egress
- Adequate space in circulation areas
- Disabled access toilets and changing facilities
- Disabled access to all communal and eating areas

This is further enhanced by:

- Assessing the safety needs for pupils and staff with a disability (P.E.E.Ps) that may affect their physical or emotional well-being. This will inform further modifications as reasonably practicable.
- Continually reviewing the environment of the academy and the way we plan, prepare and deliver the curriculum, adapting to the needs of new users of the academies facilities.

The requirements of the DDA will be taken into account when planning any changes to the premises (including minor improvements) as we develop and expand the academy facilities.

Organisation and access to the curriculum

The academy has an ethos of making pupils feel safe and treating all stakeholders with dignity, regardless of their disability. All pupils have access to a diverse and enriching curriculum, which may be modified where necessary, according to individual need. We will also undertake the following actions:

- Developing an understanding of disability with all pupils through positive role models across the curriculum
- Avoiding using stereotypes
- Developing language that emphasises the person rather than the disability
- Continually reviewing our extra-curricular and enrichment provision to ensure all pupils with a disability can be included and where this is not possible, provide learning experiences which promote similar development of knowledge and understanding.

- Where reasonably practicable, prescribed medical procedures will be followed to ensure equality of access for pupils, carried out by appropriately trained staff.

Improving information to pupils, staff, parents/carers and visitors

- Any learning materials provided to pupils will be modified by teaching staff to take account of their disabilities and maximise progress. Ongoing CPD will be given to staff in response to our self-evaluation and particular needs of needs
- Where there is a physical modification needed to improve information sharing (e.g. projector software for visual impairment, radio-aid for hearing impairment) we will work with relevant agencies to seek funding and train staff and pupils.
- We will accommodate parents/carers with a disability or other needs to the best of our ability by providing additional services as needed. e.g. ensuring there is a sign language interpreter at meetings, ensuring text is provided in large print, allocating a key member of staff to communicate essential information where literacy is a barrier.

Sunnyside Academy – 3 Year Accessibility Plan 2018-21

Strand 1: Improving the Physical Environment Objectives	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
All new build work and alterations to existing buildings will consider the needs of people with a disability and/or sensory impairment.	Audit needs as part of any arising site works. Replace flooring and remove narrowing in Y6 corridor (Autumn 18) Replace ceilings and lighting in some KS2 classrooms. (Spring 19)	Improved access to site with full access to all parts of the academy (including increasing scope to expand). Academy fully complies with Fire Regulations and Health & Safety Regulations.	JS, MP (Site Manager), LD	Headteacher in conjunction with Governing Body
Provide dyslexia friendly classrooms HI & VI friendly classrooms	NT to advise teaching staff on making classrooms and resources more accessible to Dyslexic learners Replace lighting in KS2 classrooms (VI access)	Removal of potential barriers to learning	RR, NT, MRS, LM, MP, LD and teaching & learning staff	Headteacher in conjunction with Governing Body

	Audit equipment for SCB provision SEND budget			
Completion of the Sensory Room	RR to work with team to create sensory room within budget Training on use of room disseminated to key staff Establish a timetable and use schedule to support pupils who can benefit.	Address sensory needs of pupils to support effective learning	RR, MRS, LM and teaching and learning staff	Headteacher in conjunction with Governing Body

Strand 2: Improving access to the curriculum	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
Objectives				
Ensure all staff have full information about pupil needs Ensure all staff are aware of the routes of enquiry should they need to access further information	RR to deliver QFT SEN training – Autumn 18 RR to make staff aware of new concern sheet and graduated response – Autumn 18 Update plans for children with a disability and incorporate diagnoses into SEN Support Plans /IEP's. (RR/NT ongoing)	Remove barriers to learning and participation; All staff are fully aware of pupil needs and updated with any changes. As a result of this, pupils' needs are effectively met upon entry to Sunnyside Academy. All pupils with a disability have full access to the curriculum and are making progress in line with their expectations.	RR, NT, MRS, LM	Headteacher and Governing Body

	<p>Ensure that the classroom is optimally organised for disabled/medical/sensory pupils.</p> <p>Review transition arrangements to include earlier and continued links with Secondary SENCo's; identify additional transition opportunities for pupils who may need further support transferring to secondary school. (RR/NT/LM/MRS Sep 18 - ongoing)</p>			
<p>Review and update training needs for pupils HI/VI difficulties</p>	<p>SCB/VRB leads to deliver whole staff D/HI and VI awareness sessions.</p> <p>SCB and VRB Leads to identify training opportunities to further develop their specialist staff.</p> <p>SCB staff to establish Parents/carers' BSL Sign group linked to developing topic vocabulary BSL signs.</p>	<p>All staff are fully aware of needs of pupils in the academy and these pupils are making expected progress.</p> <p>Parents/carers are effectively supporting their D/HI child by reinforcing new vocabulary signs at home.</p>	<p>RR, NT, MRS, LM</p>	<p>Headteacher and Governing Body</p>
<p>Ensure all exam concessions are identified and implemented in accordance with JCQ requirements.</p>	<p>Audit needs of pupils; Implement testing ; Share and plan with staff; SATs arrangements made as required (Annually with NT and Learning Support Teacher)</p>	<p>All pupils and parents/carers are clear when SATs concessions apply; there are effective management arrangements in place to</p>	<p>RR, NT, MRS, LM & Y6 teaching team</p>	<p>Headteacher and Governing Body</p>

		support pupils' disabilities and learning needs		
Consider the roles of staff and ensure all teachers are fully skilled in differentiation for pupils with a disability	<p>The roles and deployment of staff are reviewed annually in line with Job descriptions, performance management and career progression.</p> <p>Provision of CPD on learning difficulties and disability, CPD Twilight Programme and PD Days.</p> <p>Monitoring through work scrutiny (Ongoing)</p>	Removal of all barriers to learning and participation; Staff are confident fulfilling the roles for which they are employed and all pupils with a disability have appropriate differentiation and are making expected progress.	JS and Inclusion Team	Headteacher and Governing Body
Ensure pupils with a disability which affects behaviour (i.e ODD, ADHD) have appropriate & effective provision to enable them to access the curriculum	<p>Evaluate behaviour needs of pupils and adjust curriculum to promote improved behaviour/rewards (ongoing) Review progress (ongoing)</p> <p>Training in 'Sensory Not Behaviour' by Treetops for key staff – Spring 19</p> <p>Commission external support where necessary (Ongoing)</p> <p>Training programme for specialist Behaviour and Pastoral staff (Ongoing)</p> <p>Delegated Academy Budget</p>	Removal of all barriers to learning and participation; pupils whose behaviour is as a result of their disability receive specialised support to improve their behaviour and access a curriculum appropriate to their need, making expected progress. Accurate records are maintained; improved data assists with whole school planning.	JS, RR and Pastoral Team	Governing Body

Providing information for disabled or sensory impaired pupils in alternative formats	<p>Typical info. to consider</p> <ul style="list-style-type: none"> • homework • worksheets • teacher marking / feedback • pupil notices / news <p>How?</p> <ul style="list-style-type: none"> • written information to be available in larger font sizes, Braille • pictorial/Tactile resources to be used where possible • use of colour to differentiate and make text easier to read • worksheets etc. to be provided which meet the need of individual • written feedback to be discussed verbally with pupils 	Removal of potential barriers to learning	LM, MRS, NT, RR All teaching and learning staff	Governing Body
Strand 3: Improving provision of information to all stakeholders	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
Increased availability of written material in alternative formats (when requested).	<p>Include statement on website that all official documents could be produced in alternative formats, including translation. (Ongoing)</p> <p>Delegated Academy Budget</p>	All parents/carers are aware of this service.	RR, LD, NT	Governing Body (Ongoing)
Improve accessibility of information available to parents/carers	Redevelop website with easier interface and improved accessibility with web optimisation (Summer 19)	Parents/carers report they find it easier to find information they need.	LD, RR	Governing Body (Ongoing)

	Delegated Academy Budget			
Ensure medical needs of pupils are well understood and plans are in place for them.	<p>Annual audit of medical needs (NT/RR each September – then each term at parents evening)</p> <p>Identify and implement training plan for first aiders and named key workers. (LD Ongoing)</p> <p>Follow graduated response for pupils with significant medical conditions where this impacts on cognition (Ongoing)</p> <p>Delegated Academy Budget</p>	<p>All relevant staff are aware of pupils’ medical needs and plans are clear and implemented effectively. Staff training is implemented where necessary.</p> <p>Children with complex medical needs and low cognition feel well supported by Academy and key stakeholders.</p>	LD, RR, NT, MRS, LM, TW (Lead First Aider)	Governing Body (Ongoing)
Strand 4: Equality Act / Public Sector Equality Duty - Whole academy actions	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
Sunnyside Staff and Governing Body training	<p>All Governing Body members will be aware of, and have a full understanding of Sunnyside Policies and will receive the necessary training/inset to allow them to fulfil their role as Governors effectively.</p> <p>All staff to be trained (or refresher) on First Aid/Epi Pen. All EYFS staff trained in Paediatric First Aid. Training in any other Health/disability</p>	<p>Governors will be confident that robust procedures are in place, as specified in Sunnyside Academy Policies, and have the remit to scrutinise where necessary.</p> <p>Staff confident and competent to safely support the needs of all pupils.</p>	LD, RR, JS	Governing Body (Ongoing)

	<p>issues as identified (eg Diabetes, Epilepsy).</p> <p>Staff to be informed of how and where to locate Equality and other related policies.</p>			
<p>Review of Sunnyside Academy policies</p> <p>E.g. Accessibility</p> <p>Equality</p> <p>Curriculum Policies</p> <p>Braille Policy</p>	<p>All policies to reviewed annually or when specified, and approved by Governing Body before wider circulation and publication</p>	<p>Policies in place which support pupils/staff/parents/carers to be fully implemented in all aspects of academy life</p>	<p>Relevant staff across Sunnyside Academy</p>	<p>Governing Body (Ongoing)</p>
<p>Data collection, monitoring evaluation, implementation</p>	<p>Progress of all pupils to be analysed termly and reported to Governing Body and shared with staff, other stakeholders and parents/carers.</p>	<p>Children with disabilities or sensory needs make good progress and have access to a personalised curriculum</p>	<p>RR, DK, JS, MRS, LM and Governing Body</p>	<p>Governing Body (Ongoing)</p>
<p>Provide information for parents/carers in alternative formats, when required</p>	<p>Typical information to consider:</p> <p>Provide parents/carers with info. in various formats (i.e Text) and languages.</p> <p>Teachers available to discuss with parents should they be struggling to access information</p> <p>Interpreter used when required</p>	<p>Improved communication with parents/carers.</p>	<p>KM, KB, DHoA, CA, EL</p>	<p>Governing Body (Ongoing)</p>
<p>Ensure equality in access for communication with Academy Staff for parents/carers with disabilities</p>	<p>Provide Academy mobile phone number for D/HI staff/parents to text when required.</p>	<p>Staff and parents/carers are able to communicate effectively regardless of any disabilities.</p>	<p>LD, Office staff, RR, NT, MRS, LM and teaching and learning staff where relevant</p>	<p>Governing Body (Ongoing)</p>

Provide home-school communication books for pupils who may require them

Provide staff academy email address' to parents who prefer to contact via email

Consider where parents' evening appointments occur taking into account the needs of staff and parents with disabilities

Awaiting Ratification by Governors