



Accessibility Policy and Plan 2017 - 2020

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. 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.

The Accessibility Policy is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The policy must be reviewed every three years.

Summerhill School is committed to providing a fully accessible school environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We believe that children and young people should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Summerhill School plans, over time, to further increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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 school, 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 school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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

- Equality Duty Policy
- Health & Safety (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management
- School Improvement Plan
- School Prospectus

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll



forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Quality of Current Provision

Access to the Curriculum

All learners are of equal value and have an equivalent entitlement to an appropriate and worthwhile curriculum. Inclusion for all is at the centre of the curriculum design at Summerhill. Provision is therefore made through physical aids, where appropriate, to ensure that all students, including those with a disability can access all facets of the curriculum. All students, whether able-bodied or with a disability, have equal access to after-school clubs, school visits and trips and other extra-curricular activities.

Physical Environment

Summerhill is a new build that is fully compliant with disability access. Physical aids include low threshold external doors, external ramps, handrails and appropriate adapted toilet and washing facilities. There is a lift in school which means all students can access all levels of the building. On-site car parking for staff and visitor includes ten dedicated disabled parking bays. The school will take into account the needs of students 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.

Written Information

Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled students, parents and staff.

Action Plan

a) Increasing extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Timeframe	Responsibilities	Success Criteria
Short Term	To liaise with primary schools to review intake for Sept 2018	To identify students who may need additional or different provision.	By end of Term 5	SLT SENCO	A smooth transition for all students.
	To review all policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	On going	SLT	All policies clearly reflect inclusive practice and procedure.
	To establish close liaison with parents.	To ensure collaboration between all people.	On going	All staff	Clear collaborative working approach.
	To establish close liaison with outside agencies for students with on- going needs.	To ensure collaboration between all key people	On going	Key Staff	Clear collaborative working approach
	To ensure full access to the curriculum for all students.	Advice from specialist advisory teachers. A differentiated curriculum. A range of support staff. Use of specialised equipment.	Ongoing	All staff	Advice taken and strategies evident in classroom practice.
Medium Term	Enable staff to increase their knowledge and understanding of needs of disabled pupils should thy be admitted to the school.	Training of staff	Ongoing	All Staff SLT SENCO SLT T&L	Staff confidence in providing teaching and support for all students.
	To promote the involvement of disabled students in classroom activities.	By providing access and equipment to aid involvement E.G. screen magnifiers, reading rulers, backed stools etc.	On Going	All staff	Pupils have access to the curriculum
	To evaluate and review the targets annually	Check objectives are still appropriate and that targets have been met	Annually	Govs SLT SENCO	All pupils make good progress

b) Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Timeframe	Responsibilities	Success Criteria
Short Term	Improve physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises, such as lighting, access, facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for students	Colourful lively, informative displays in classrooms and shared areas	Ongoing	All staff	Lively and inviting environment
	Ensure all students with disabilities are able to be involved	Student voice, student council,	On going	All staff	Disabled students are listened to and their opinions valued.
	To ensure medical needs of all students are met fully within the capability of the school	Asthma policy followed. Rules on medication are followed. Care plans are drawn up. Trained first aiders.	On going	All staff	We cater for individual medical cases.
	Ensure disabled parents have every opportunity to be involved	Utilise disabled parking spaces. Making sure access is good to parent meetings and they have been told where the disabled toilets are	On going	All staff	To ensure that disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education.
Medium Term	To make sure future projects are DDA compliant	Any future fire alarm upgrade considers the hearing impaired by installing flashing visual smoke detectors	On going	SLT Mitie	There will be flashing visual smoke detectors as the new fire alarms are upgraded.

c) Improving information and communications for disabled pupils



Summerhill School ... on a Journey Beyond Outstanding



	Targets	Strategies	Timeframe	Responsibilities	Success Criteria
Short Term	To have a strong relationship with the parents of disabled students	Regular communication with parents. Parents to feel that a meeting can be arranged for them if there is a concern	Ongoing	All staff	Parents fee that they are involved in their child's care and education in school. That we are a team together to make things the best they can be,
	To enable improved access to written information for students, parents and visitors	Profiles continually updated on the network with advice on strategies to help students. Use of SIMS app so parents can access information on their child electronically at home	On going	All staff SLT Data	Parents and students have better overview
Medium Term	To review students records ensuring schools awareness of any disability	Information collected about new students from primary schools. Records available to staff who teach them. Email all staff updates	Ongoing	SLT SENCO All staff	Each teacher is aware of disabilities of students in their class and how they can support them