

Sunnyside Academy
3 Year Accessibility Plan
2021-2024



Purpose

With regards to the Equality Act 2010, which has superseded the Disability Discrimination Act (1995) and the Special Education Needs and Disability Act (2001) there are two parts that are specifically relevant to the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. Ad Astra Trust 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 David Biggins MSc NRAC (carried out in July 2021) 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 Local Academy Committee 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

Ability to lift, carry or move everyday objects

Cognitive ability, memory or ability to learn, concentrate or understand

Continence

Speech, hearing or eyesight

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 committee members 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 the Local Academy Committee and published on the academy website.

At Sunnyside Academy, the Accessibility Plan will be monitored by the Head Teacher and evaluated by the Local Academy Committee (LAC) members. The Accessibility Plan is structured to complement and support a number of academic 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
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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 academy's 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 2021-2024

Strand 1: Improving the Physical Environment Objectives	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
Ongoing All new build work and alterations to existing buildings will consider the needs of people with a disability and/or sensory impairment.	Ongoing Audit needs as part of any arising site works.	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.	Headteacher, Business Manager and Site Manager	Headteacher in conjunction with LAC
Ongoing Provide dyslexia friendly classrooms HI & VI friendly classrooms	Ongoing NT to advise teaching staff on making classrooms and resources more accessible to Dyslexic learners MRS & LM to advise on classroom considerations for those with VI/HI requirements	Removal of potential barriers to learning	RR, NT, MRS, LM, and teaching & learning staff	Headteacher in conjunction with LAC

<p>Audit recommendation -Blue badge parking bays: To zone of rear section for loading access</p>	<p>MP to paint out necessary markings to extend area.</p>	<p>Improve accessibility for loading and unloading wheel chairs and other mobility aids</p>	<p>Site Manager</p>	<p>Headteacher and Business Manager in conjunction Estates Manager</p>
<p>Audit recommendation-Carpark drop off points: No bays marked out.</p>	<p>MP to address painting bay markings</p>	<p>Restrict access to other vehicles and highlight areas to pedestrians</p>	<p>Site Manager</p>	<p>Headteacher and Business Manager in conjunction Estates Manager</p>
<p>Audit recommendation - Car park barrier intercom currently has no integrated hearing assistance No instructional signage for intercom or barrier operation</p>	<p>To consider at next refurbishment include integrated hearing assistance. Obtain and display</p>	<p>Full support any deaf/Deaf site users in accessing the building.</p>	<p>Site Manager</p>	<p>Headteacher and Business Manager in conjunction Estates Manager</p>
<p>Audit recommendation- Pedestrian zones/walk ways in car parking area: To install textured sloping surfaces where surface height changes and where surface changes from path to vehicular access</p>	<p>To consider installation of new textured sloping surfaces</p>	<p>Support visually impaired in assessing safety.</p>	<p>SMT decision on expenditure.</p>	<p>Headteacher and Business Manager in conjunction Estates Manager</p>
<p>Audit recommendation-Main Entrance: No lower hand rail on ramp to front door</p>	<p>Look at installation of 600m hand rails at next refurbishment plan</p>	<p>Support accessibility for all including wheelchair users</p>	<p>SMT decision on expenditure</p>	<p>Headteacher and Business Manager in conjunction Estates Manager</p>

Audit recommendation -Main Entrance: Poor visual display on main signage	At next refurbishment install different signage (colour and shadowing issues)	Improve the visual clarity of the 'Main Entrance' sign to assist visually impaired site users.	Temporary measure in place until next refurbishment. Lettering has been painted a different shade to enhance contrast. Completed by MP	Headteacher and Business Manager in conjunction Estates Manager
Audit recommendation - Reception Desk: Existing hearing assistance does not function.	Replace or repair hearing assistance.	Improve accessibility to all	SMT decision on expenditure	Headteacher and Business Manager in conjunction Estates Manager
Audit recommendation - General wayfinding across the building	It is recommended that signage word typefaces are not provided in all upper-case format. Only initial letters of words should be provided in uppercase and the remainder in lower case as this helps preserve the shape of the word and aids recognition	Improved wayfinding for any person with visual impairments	Site Manager and Administration Staff	Headteacher and Business Manager in conjunction Estates Manager
Audit recommendation - Approach route to accessible toilet.	Improve door signage for the accessible toilet accommodation.	Providing signage that has good visual contrast between lettering and background colour and has other design features that meet the needs of people with visual impairments such as tactile lettering is recommended	Completed by Site Manager	Headteacher and Business Manager in conjunction Estates Manager
Audit recommendation - Accessible Toilet Rm17 -	Replace assistance alarm cord with correct design.	Accessibility compliance	Completed by Site Manager	Headteacher and Business Manager in conjunction Estates Manager

Audit recommendation - Handrails to all stairs:- .	Replace or adapt hand rails with a 300mm return at each end	Prevents an abrupt finish to the assistance provided by the rail to visually impaired persons – which could result in a loss of balance.	Site Manager to investigate purchase of suitable rail extensions.	Headteacher and Business Manager in conjunction Estates Manager
Audit recommendation- Floor surfaces at to all stairs: Currently worn	Replace tactile warning surfaces on floor at tops and bottoms of stairs around the school.	Indicator for a change in height of surfaces for visually impaired	Site Manager to arrange for Summer 2022- now complete.	Headteacher and Business Manager in conjunction Estates Manager
Audit recommendation - Tactile Signage: Not appropriately placed.	should be re positioned on door rather than adjacent – to be moved as per directions in access audit	Appropriate position to assist visually impaired.	Site Manager	Headteacher and Business Manager in conjunction Estates Manager
Audit recommendation-- Enlarged toilet cubicles in children’s toilet areas and accessible toilets: require hooks	Install hooks to doors at wheelchair friendly height.	Accessibility compliance	Site Manager	Headteacher and Business Manager in conjunction Estates Manager
Audit recommendation - All Doors: Review door opening forces and vision panels.	It is recommended that the door is adjusted by the maintenance team so that opening forces between 0 and 30 degrees are in accordance with Approved Document M. Excessive door opening forces may make door use difficult for some pupils or staff. Consider vision panels in lower sections of doors especially those on busy routes.	Accessibility compliance	Site Manager	Headteacher and Business Manager in conjunction Estates Manager

<p>Audit recommendation -Library Improve walkways</p>	<p>Rearrange furniture to increase the walking spaces</p>	<p>Accessibility compliance to support movement and egress.</p>	<p>Site Manager</p>	<p>Headteacher and Business Manager in conjunction Estates Manager</p>
<p>Audit recommendation - Accessible Toilet/change room in room 3. Visual contrast required.</p>	<p>Replace seat and drop-down bar visually contrasting versions. Alarm cord needs replacing Stored items to be removed</p>	<p>Accessibility compliance to support visually impairments.</p>	<p>Completed by Site Manager</p>	<p>Headteacher and Business Manager in conjunction Estates Manager</p>
<p>Audit recommendation - Playground and outdoor area step: visual contrasts required</p>	<p>Some require visual strips repainting.</p>	<p>Accessibility compliance to support visually impairments.</p>		<p>Headteacher and Business Manager in conjunction Estates Manager</p>

Strand 2: Improving access to the curriculum Objectives	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
<p>Ensure all staff have full information about pupil needs</p> <p>Ensure all staff are aware of the routes of enquiry should they need to access further information</p>	<p>RR to deliver QFT SEN training – Autumn 22</p> <p>RR to make staff aware of new concern sheet and graduated response – Autumn 22</p> <p>Update plans for children with a disability and incorporate diagnoses into SEN Support Plans /IEP's. (RR/NT ongoing)</p>	<p>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.</p>	<p>RR, NT, MRS, LM</p>	<p>Headteacher and LAC</p>
	<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 2022 - 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 inform/update Parents/carers' 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 LAC</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 support pupils' disabilities and learning needs</p>	<p>RR, NT, MRS, LM & Y6 teaching team</p>	<p>Headteacher and LAC</p>

<p>Consider the roles of staff and ensure all teachers are fully skilled in differentiation for pupils with a disability</p>	<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>	<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.</p>	<p>JS and Inclusion Team</p>	<p>Headteacher and LAC</p>
<p>Ensure pupils with a disability which affects behaviour (i.e ODD, ADHD) have appropriate & effective provision to enable them to access the curriculum</p>	<p>Evaluate behaviour needs of pupils and adjust curriculum to promote improved behaviour/rewards (ongoing)</p> <p>Review progress (ongoing)</p> <p>Team Teach updates – September 2022 and January 2023</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>	<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.</p>	<p>JS, RR and Pastoral Team</p>	<p>Headteacher and LAC</p>

Providing information for disabled or sensory impaired pupils in alternative formats	Typical info. to consider <ul style="list-style-type: none"> • homework • worksheets • teacher marking / feedback • pupil notices / news How? • 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	LAC
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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, ABM, NT	LAC (Ongoing)
Ensure medical needs of pupils are well understood and plans are in place for them.	<p>Annual audit of medical needs (NT/RR/ED each September – then each term at parents evening)</p> <p>Identify and implement training plan for first aiders and named key workers. (ABM 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>	ABM, RR, NT, MRS, LM, EB (Lead First Aider)	LAC (Ongoing)

<p>Ensure medical needs information are staff are updated.</p>	<p>Annual data sheet distributed to staff with opportunity to advise of any changes in order that a health care plan can be put in place or adapt as required</p>	<p>A comprehensive set of information is held to support staff with needs and emergencies.</p>	<p>ABM and team leads</p>	<p>Head Teacher, Academy Business Manager</p>
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Strand 4: Equality Act / Public Sector Equality Duty - Whole academy actions	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
Sunnyside Staff and LAC	<p>All LAC 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>	ABM, RR, JS	LAC (Ongoing)
	<p>issues as identified (e.g. 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>	All policies to reviewed annually or when specified, and approved by LAC before wider circulation and publication	Policies in place which support pupils/staff/parents/carers to be fully implemented in all aspects of academy life	Relevant staff across Sunnyside Academy	LAC (Ongoing)

Data collection, monitoring evaluation, implementation	Progress of all pupils to be analysed termly and reported to the LAC and shared with staff, other stakeholders and parents/carers.	Children with disabilities or sensory needs make good progress and have access to a personalised curriculum	RR, DK, JS, MRS, LM and LAC	LAC (Ongoing)
Provide information for parents/carers in alternative formats, when required	<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>	Improved communication with parents/carers.	KM, KB, DHoA, CA, EL	LAC (Ongoing)
Ensure equality in access for communication with Academy Staff for parents/carers with disabilities	Provide Academy mobile phone number for D/HI staff/parents to text when required.	Staff and parents/carers are able to communicate effectively regardless of any disabilities.	ABM, Office staff, RR, NT, MRS, LM and teaching and learning staff where relevant	LAC (Ongoing)

<p>Provide home-school communication books for pupils who may require them</p> <p>Provide staff academy email address' to parents who prefer to contact via email</p> <p>Consider where parents' evening appointments occur taking into account the needs of staff and parents with disabilities</p>			
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