



## Accessibility Policy & Plan

**Review Period: 3 Yearly      Status: Statutory      Next review Date: Spring 27**

### Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Sunnydown is committed to the provision of an equal, whole school education for all its pupils regardless of their physical disabilities, special educational needs or financial situation.

The plan is available online on the school's website and paper copies are available on request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

### Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

# SUNNYDOWN SCHOOL

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Headteacher Mr Paul Jensen B.Ed Grad Dip (SEBD) NPQH



## Before admittance

Parents of students in primary schools who have had Sunnydown recommended as part of their son's review are encouraged to visit the School on one of the open mornings prior to the panel meeting.

Once the decision has been taken about the following year's intake, parents and pupils are invited to another open morning. Parents have the opportunity to discuss any particular concerns which they may have about their son's educational, social or emotional well being.

Contact is made with primary schools to facilitate a smooth transition and this will include visits by the Special Educational Needs Co-ordinator (SENCo) to the School should this be deemed appropriate.

Any adaptations necessary to allow equal access for boys with physical disabilities are made before he starts and are reviewed regularly.

Sunnydown participates in the Surrey scheme where 'new' students visit their secondary schools for a morning during the summer term.

## Education

For initial assessment and identification of need procedures, please see the Special Educational Needs Policy.

Information is shared regularly between staff and between staff and outside agencies such as Speech and Language Therapists and members of the Multi-Professional Team to facilitate a consistent approach.

Every pupil at Sunnydown has a statement of special educational need or educational health care plan (EHCP). Each year, this is reviewed and all staff contribute to the review process and recommend targets for the following year. These recommendations inform the Individual Education Plan (IEP) for each boy and staff are expected to consider these when planning schemes of work.

With a diverse range of special educational needs in each class, the assessment and target setting emphasis is on the individual rather than the group. Teaching and learning are a priority.

In addition to equal access to a broad, balanced and relevant curriculum leading to GCSEs, Certificates of Achievement and vocational qualifications in KS4, students are given increasing opportunities to develop independent working techniques which further develop their self-esteem.

Teaching is multi-sensory and the use of ICT is encouraged which further engenders equality of access to the curriculum.

## Trips

Any proposed trip will and have undergone a risk assessment which has been performed by a trained staff member. Although it is hoped that trips are available to all, given the nature of the individual difficulties experienced by boys, a risk assessment may prove that this is not possible. In such cases, the decision will be made in consultation with parents and, again where possible, an alternative will be provided.

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## School Fund

Trips will be funded in accordance with Sunnydown's Charging and Remissions Policy. However, no pupil will be prevented from participating in any organised activity (on or off site) on the grounds of financial restraint.

## Staff training

The School treats staff development and training as a priority. Staff are welcome and encouraged to participate in a wide range of courses and activities provided they can demonstrate how the proposed activity reflects subject or whole school areas for development within the School Development Plan or training outlined as part of the Staff Appraisal process and how it will improve teaching and learning at Sunnydown.

## Accessibility Plan

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to Complete Actions By	Success Criteria
<p>Increase access to a broad and balanced curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>All students have a Chromebook to support delivery remotely when required and access to interactive technology</p>	<p>To deliver a broad, engaging and enjoyable curriculum for all pupils</p>	<p>Review to assess the appropriateness of the curriculum at Sunnydown in terms of the resources and the needs of the pupils</p>	<p>Teaching and Learning</p>	<p>Ongoing</p>	<p>Pupils accessing a broad and fulfilling curriculum without restriction</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment can be adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● Space for Elevators if required</li> <li>● Corridor width</li> <li>● Disabled parking bay</li> <li>● Disabled toilets and changing facilities</li> </ul>	<p>Ensure all pupils, including pupils with limited mobility have access to all teaching and eating areas of the School</p>	<p>Review new pupil intake annually and consider any physical changes that need to be implemented to accommodate needs. Ensure any changes made regarding access during annual reviews are also considered and actioned where possible.</p>	<p>Surrey, H&amp;S co-ordinators, SENCo</p>	<p>Ongoing</p>	<p>Pupils can gain full access to the necessary areas around the school site</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Form tutor pages</li> <li>● Pictorial/ symbolic representation</li> <li>● School website</li> <li>● Parentmail</li> </ul>	<p>Parents and pupils have full access to all the information about Sunnydown</p>	<p>Continued weekly, monthly and termly maintenance of online forms of communication. Consideration to be given to those who may not have online access and ensure communication is delivered in an alternative way.</p>	<p>Middle Managers, Admin and SLT</p>	<p>Ongoing</p>	<p>Parents and students feel well informed in a variety of areas of school life</p>

