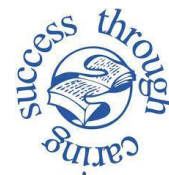


# Accessibility Policy & Plan



Summerhill School 2025 – 28

Issued: September 2025

Review: September 2028

## 1. 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The plan will be made available online on the school website, and paper copies are available upon 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.

Dudley Local Authority are also committed to ensuring school 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.

## 2. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers a curriculum which is highly differentiated to meet the needs for all pupils</p> <ul style="list-style-type: none"> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Staff to deliver Quality First Teaching which is scaffolded to meet all needs.</p> <p>Height adjustable tables, tall, supported stalls, wheeled, ceiling and pool hoists, care room.</p> <p>Provide a personalised curriculum to match individual needs, interests, and abilities. This may include additional literacy; nurture group; intervention groups and the number of qualifications studied.</p> <p>A lift to access all areas; disabled toilets; wide corridors and equipment to help with reading and writing.</p>	<p>Observations carried out by senior leaders and heads of department.</p> <p>Clear rationale for the nurture group with a plan for transition into mainstream school.</p> <p>Handbook agreed and written outlining the entrance and exit criteria for the nurture group. Curriculum written in collaboration with Hub teacher and HoD. Implementation Sept 2025 and reviewed June 2028.</p>	<p>SLT, Head of department, teachers and TA's</p>	<p>Sept 2022</p> <p>Reviewed termly</p> <p>Reviewed termly</p> <p>Reviewed termly</p>	<p>All students have access (cognitively and physically) to a broad and balanced curriculum.</p> <p>Students feel they have equal opportunities to their peers.</p> <p>A physical disability is not a barrier to taking part in every part of school life at Summerhill.</p> <p>Students feel appropriately challenged. Grades reflect their achievements.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment.</p>	<p>The environment at Summerhill is adapted to meet the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• A central lift</li> <li>• Extra wide corridor's</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Care room equipped with ceiling hoist</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Tabletop induction hobs for lower tables</li> <li>• Adjustable height tables</li> <li>• Tall, supported stalls</li> <li>• Wheelchair accessible slopes leading to the sports field</li> <li>• Safeguarding hub</li> </ul>	<p>To ensure ALL pupils have access to every part of the school.</p> <p>To ensure ALL pupils have access to the facilities available to allow access to the full curriculum.</p> <p>To ensure students and stakeholders feel safe moving around the school site, before during and after school.</p>	<p>Regular audit to ensure the physical environment meets the needs of all students.</p> <p>Regular health and safety checks of facilities and equipment.</p> <p>Pupil passports include strategies for everyone.</p> <p>Discussions with the local authority to help improve the access to the school site before and after school.</p> <p>Regular discussions with parents.</p>	<p>Summerhill school in conjunction with external providers.</p>	<p>Reviewed termly</p>	<p>ALL Students no matter what, can access all physical areas of the school.</p> <p>All students can safely navigate their way around school.</p> <p>Students with physical disabilities have adapted equipment to allow access to the curriculum.</p> <p>Students suffering with mental health have a quite safe haven.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability.</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Video's</li> <li>• PowerPoint presentations with off white backgrounds and San Serif text</li> <li>• Black or blue white board pens</li> <li>• When required, resources printed on coloured paper</li> </ul>	<p>Internal signage is clear to ensure the safety of all students.</p> <p>Lesson PowerPoints, presentations and resources to be dyslexic friendly.</p> <p>Only black or blue board pens used to deliver lessons.</p> <p>Food packaging clearly labelled with food allergies in the café.</p> <p>Learning platforms are easily accessible for all pupils.</p>	<p>Departments assess the delivery of information in all areas of the curriculum.</p> <p>Regular lesson observations by HoD and SLT.</p> <p>Regular audit to ensure the physical environment informs students with a disability, appropriately.</p>	<p>SLT, Head of department, teachers, teaching assistants.</p> <p>SLT, Heads of department.</p> <p>Summerhill school in conjunction with external providers.</p>	<p>Reviewed termly</p> <p>Reviewed termly</p> <p>Reviewed annually</p>	<p>All students can clearly understand whole school communications.</p> <p>Students can access learning and make progress.</p>



#### **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCo and the Deputy Head Teacher.

It will be approved by the Head Teacher and Governing Body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report