



# The Sutton Academy

## Accessibility Plan

Status	<b>Statutory</b>
Responsible Governors' Committee	<b>Governing Body</b>
Date last approved by GB	<b>13/12/2022</b>
Responsible Person	<b>Mr N Marsh</b>
To Review Date	<b>February 2027</b>
Last Amended Date	<b>February 2025</b>

## The Sutton Academy ACCESSIBILITY PLAN

*This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Academy Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This is covered through the annual Health and Safety review presented to Governors.*

Realising potential and ensuring students have the best possible life chances embodies our work at The Sutton Academy. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the academy site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by The Sutton Academy.

### Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the Disability Discrimination Act (DDA) ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

**A significant number of students are therefore included in the definition.**

### Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives. This is covered through the annual Health and Safety review presented to Governors.

The Accessibility Plan is structured to complement and support the academy's Equality Objectives, and will similarly be published on the academy website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the academy. The Sutton Academy Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Sutton Academy's Accessibility Plan has been produced in response to, and in accordance with, the Equality Act (2010)

Accessibility is addressed under the following headings:

- Curriculum Access
- Physical Access to Buildings and Classrooms
- Information for Students and Parents

#### **Curriculum Access – The Current Position**

- Ensuring the early identification of SEN and disabilities.
- Ensuring that students who require additional support have a personalised plan (Student Profile) in place to support them
- Student reading data is available and used by all staff.
- A bespoke programme of enhanced primary transition is available for identified students.
- Liaison with external services and agencies regarding individual students (physical, sensory, behaviour)
- Providing tiered intervention as part of a graduated approach.
- Ensuring that Access Arrangements are made for external examinations (Extra time/Reader/scribe, laptops etc.)
- Developing outstanding learning and teaching across the academy
- Progress Reviews enable all students to discuss, reflect and review their learning
- Measuring the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that academy visits and trips are accessible for all students

- Using a range of teaching methods and styles to facilitate access for all students
- Setting of students in most faculty areas.
- Smaller teaching groups in practical subjects
- Implementation of Personalised Curriculum approaches where appropriate
- Effective CPD for all staff based on the needs of the cohort.

### **Priorities**

- To continue to work with the specialist external agencies within the relevant local authority to ensure our curriculum is accessible for students with SEN and disabilities
- To encourage students to use an alternative means of recording by using laptops with specific software that supports a student's disability e.g. voice recorders and other forms of technology
- To ensure that Home Learning is accessible for all students
- To encourage students to participate in student leadership opportunities
- To encourage students to access extra-curricular activities
- To develop the range of extra-curricular activities, guided by student voice
- To ensure that students have access to quality careers education, information, advice and guidance

### **Physical Access – The Current Position**

- The building is wheelchair accessible with a lift to facilitate movement between the floors
- Disabled parking zone in the main car park
- All parents are consulted if they require access arrangements for Partnership Evening etc
- Accessible toilet facilities available throughout the academy
- A physical environment that is safe and welcoming
- Sound systems throughout the academy
- Handrails on stairs
- Identified kerbs and edges of stairs
- Clear visual signage

### **Priorities**

- To review the site annually using the Local Authority's accessibility framework
- To address any concerns arising from the annual site inspection
- To review the allocation, availability and state of repair of disabled car parking bays on site
- To provide regular training for staff to meet the needs of the changing SEND cohort

- To consider an enhanced fire alarm system for those students with hearing impairment
- To consider the provision of an induction loop in the main reception

### **Information for Students and Parents -The Current Position**

- Visual timetables are produced for identified students
- The Accessibility Plan is placed on the website
- Signers are used for parents when required
- Translators and interpreters are used in Partnership Evenings when required
- Private rooms are available for Partnership Evenings when required
- Alternative formats for Home Learning-are available.

### **Priorities**

- Continue to develop accessible teaching resources for students with disabilities
- Ensure information that is sent to parents/carers is accessible and user friendly
- Ensure information in all SEN reviews is accessible to all parties

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole academy training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following academy policies, strategies and documents:

Curriculum Policy  
 Equality Objectives  
 Single Equality Policy  
 Health & Safety Policy (including off-site safety)

Special Educational Needs Policy

Academy Behaviour Policy  
 Academy Improvement Plan  
 Asset Management Plan  
 Academy Prospectus and Sixth Form Prospectus

Equality Impact Assessments will be undertaken as and when academy policies are reviewed. The terms of reference for all Trust committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The academy's complaints procedure covers the Accessibility Plan.  
The Accessibility Plan will be published on the academy's website.  
The Accessibility Plan will be monitored through the Standards Committee.