



Sun Academy Bradwell

Accessibility Plan

Review date: September 2020

Accessibility Plan- Identifying Barriers to Access

Organisational	Complete	In Progress	Under discussion	Not yet addressed
Preparation for entry into academy. (Admissions Policy- within the resources of the Academy, Academy Prospectus and pupil information pack)	•			
Grouping of pupils (by year group and differentiated lesson plans in place plus individual support e.g. accelerated reader for catch up)	•			
Homework policy and practice (policy in place)	•			
Academy discipline and sanctions (reference Behaviour Policy)	•			
Exclusion procedures (reference Exclusions Policy)	•			
Academy clubs and activities (full access as relevant also reference e.g. Off Site Visits Policy)	•			
Academy trips, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment? (trips policy and risk assessments)	•			
The academy's arrangements for working with other agencies	•			
Academy policies, e.g. anti-bullying, SEN policies, health and safety are in place and reviewed annually.	•			

Physical access	Complete	In Progress	Under discussion	Not yet addressed
Classrooms are organised for disabled pupils.	•			
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils	•			
Pupils who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.	•			
Pathways around the academy site and parking arrangements are safe, routes logical and well signed.		•		
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components.	•			
Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.		•		
The décor or signage is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.	•			
All areas to which pupils should have access are well lit.	•			
Steps have been made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment	•			
There is ease of access to all academy facilities	•			
Activities to support the curriculum, (e.g. drama group visiting academy) have appropriate risk assessments in place to ensure equality of access.	•			
Sports activities are available to all.	•			
The academy has in place emergency procedures which takes into account the needs of all pupils	•			

Curriculum access	Complete	In Progress	Under discussion	Not yet addressed
Lessons provide opportunities for all pupils to achieve.	•			
Teachers and teaching assistants have the necessary training to teach and support disabled pupils.	•			
All lessons are responsive to pupil diversity.	•			
Lessons involve work to be done by individuals, pairs, groups and the whole class	•			
All pupils are encouraged to take part in music, drama and physical activities.	•			
Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.	•			
The academy provides access to computer technology appropriate for students with disabilities.	•			
Classroom organisation allows for the needs of all pupils.	•			
Timetable design takes note of any pupil who may have a disability or a special educational need.	•			
All pupils are given consideration for assessment and exam arrangements.	•			
All pupils are prepared for the next phase of education.	•			
Staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading.	•			
Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	•			
There are high expectations of all pupils.	•			
Staff seek to remove all barriers to learning and participation. (reference Equal Opportunities Policy)	•			

Information access	Complete	In Progress	Under discussion	Not yet addressed
Information is provided (as necessary) in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information.			•	
The academy can produce written information in different formats (as required)			•	
Staff are familiar with technology and practices developed to assist people with disabilities.			•	
All staff, pupils and parents have access to information.		•		

Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
Physical access	<ul style="list-style-type: none"> • Review pathways around the exterior of the building to ensure they are safe to use for those with a disability. • Renew/resurface access within the wildlife area to ensure this is suitable for those with a disability. • Increase visual guides for access tools within the academy
Curriculum access	
Information access	<ul style="list-style-type: none"> • Renew Academy Policy so latest information is included and available. • Inform parents of options for additional access to information e.g. language translation on the APP. • Research and implement ease of access to information • Provide training for all staff regarding technology and practices developed to assist people with disabilities.

Access Plan- Physical Access

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short term	<p>Pathways around the academy site and parking arrangements are safe, routes logical and well signed.</p> <p>Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.</p>	<ul style="list-style-type: none"> - Review site access and establish areas for improvement - Clear all obstructions - Increase visual guides for access tools within the academy. 	<p>Key areas for improvement are established.</p> <p>All surfaces and access routes are safe and clear.</p> <p>Signage is evident and supports those with disabilities</p>	Jan 2019	M.Gillot	<p>Physical access at Sun Academy Bradwell allows all visitors equal access to its facilities, resources and activities.</p>
Medium term		<ul style="list-style-type: none"> - Designated disabled markings are laid - Resurface wildlife area pathways 		July 2020	M.Gillot	
		<ul style="list-style-type: none"> - Resurface concrete pathways where they have deteriorated. 		July 2020	M.Gillot	
Long term		On going	M.Gillot			

Access Plan- Information Access

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short term	Ensure that information is provided in formats that are accessible to stakeholders who may have difficulty with standard forms of print. Familiarise staff with technology and practices to support people with disabilities.	- Establish all forms of adaptation to forms/print is available.	All stakeholders can access information in a format that is suitable to their needs. Staff are trained and able to use adapted information to support those with a disability.	Dec 2019	AG	All stakeholders have access to information in appropriate formats for their needs.
Medium term		- Inform parents in newsletters and message that they can access the information in different formats to support any disabilities.		Dec 2019	LN	
Long term		- Train staff in use of technologies and practice to support those with disabilities		July 2020	LN/CN	