



Sheffield Springs Academy
The best in everyone™
Part of United Learning

Accessibility Plan

2024-2027

Next review date: May 2025

Policy Owner: S McKay – Business Manager



Accessibility Statement

At Sheffield Springs Academy we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

This Accessibility Policy and Plan are produced in compliance with current legislation and requirements as specified in Schedule 10, (relating to Disability,) of the Equality Act 2010. It also operates alongside and within the Academy's special educational needs (SEN) policy. School governors and United Learning are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed period.

Our aims are:

- To ensure that the physical environment of the school buildings and grounds is managed and improved to meet the needs of a range of current and prospective students with disabilities as well as staff members and visitors, parents/carers.
- To ensure staff, visitors or students with SEN needs and disabilities are not alienated or discriminated against.
- To ensure that everyone is equally able to access the curriculum, information and employment where required.
- To challenge negative attitudes about disabilities and to develop a culture of awareness, tolerance and inclusion and ensuring we provide an accessible environment which values and includes pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs.
- To ensure the curriculum is differentiated to meet the learning needs of students with SEN needs and disabilities, and ensure targets are effective and appropriate.

This plan will identify areas where we can enhance the experience for students, staff and visitors. This plan will be reviewed annually and updated every 3 years or when necessary, within the 3-year period. The Accessibility Plan will be published on the Academy website and will be monitored by the local governing body.

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

Aim	Current good practice (include established practice and under development)	Actions	Person responsible	Date to complete actions by
<p>Increase access to the curriculum and all aspects of school life, for students with a disability</p>	<p>This section of the plan will be accomplished in conjunction with the SEND policy and will adhere to the academy's vision and aims.</p> <p>The academy will ensure that the curriculum is equally accessible to all students irrespective of disability in accordance with the Equalities Act 2010 and the SEN and Disability Act 2001. This will include teaching and learning as well as extra-curricular activities.</p> <p>The academy will maintain good communication links with other agencies regarding students' information. This will ensure a smooth transition for students moving both from and to the academy.</p> <p>The academy will strive to identify any barriers to the curriculum as quickly as possible and ensure that 1 page profiles reflect these and are shared with all relevant staff.</p> <p>Teachers will use appropriate technology as provided by the SEND team, in conjunction with the Hearing-Impaired team, to support students with hearing impairments.</p> <ul style="list-style-type: none"> • The academy will work closely with students, their families and staff members to embed inclusive practices and will match levels of support to the identified needs of the student. • <i>All class teachers will consider, in advance, the needs of each student to ensure they have equal access to the curriculum.</i> 	<p>Profiles to be reviewed termly in line with Code of Practice.</p>	<p>SEND team</p>	

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	<p><i>For example: Seating plans may need to be considered in accordance with SEN requirements or special equipment may be required and in place for learning E.g coloured overlays and exercise books, hearing microphones, pencil grips, laptops, writing slants or magnifying aids.</i></p> <ul style="list-style-type: none"> • <i>The appropriate access arrangements will be made for students requiring exam support.</i> • <i>Further consideration may be required for the delivery of practical lessons for disabled students. All practical subjects have accessible workspaces including height adjustable desks in the Science labs and a full accessible kitchen in the food and nutrition room. In this scenario a risk assessment must be completed. This should consider the student and any other person affected by their participation or omission.</i> • <i>The school minibus is equipped for wheelchair accessibility so students who require the use of a wheelchair will not be limited for learning outside the academy.</i> • <i>For students who require bespoke feeding E.g PEG fed, a sanitised and private space will be available and monitored and supported by a trained medical officer.</i> • <i>There is rigorous staff training to ensure individual needs are met within the classroom and as part of quality first teaching.</i> 	<p>Ongoing training and liaison with specialist services to ensure up to date resources.</p> <p>Students are identified and tested in a timely manner in accordance with JCQ requirements.</p> <p>Heads of Departments for subject areas. Teaching and Learning Leads, ECT/ITT coaches and mentors.</p>		

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<p>Improve the delivery of information to students, staff and parents with a disability.</p>	<ul style="list-style-type: none"> • Student needs are identified and reviewed. • All policies and other relevant documentation will be published on our website. Hard copies can be made available on request to the admin team E.g enlarged font or alternative languages • Documents can be provided in other formats, upon requests to the reception, to meet the needs of the receiver. • We often use an interpretation service for parent/staff meetings and important documentation. • Staff adjustments would be implemented as part of the induction. 	<p>Ongoing review of students needs and plans. Communication to relevant staff via 1 page profiles and care plans.</p> <p>School to consider the completion of data collection forms for parents with additional needs, supported via the admin team.</p> <p>We are moving towards more accessible social media and website communication. Introducing less blocks of text and instead using more images and video where appropriate.</p>	<p>Ops team/ SENCo/S END team</p> <p>Admin team</p>	<p>Annually at transition</p>
<p>Improve the building and facilities to ensure that all spaces are easily</p>	<p>Sheffield Springs Academy is a purpose-built education facility which opened in February 2008. It is a single building over three floors constructed around an amphitheatre area. The site shares one access route with a leisure centre. The premises has a 100-space carpark to</p>	<p>Continue to monitor measures are adequate and review new/ additional options</p>		

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<p>accessible for people with disabilities or SEND</p>	<p>the right rear, a large yard at the rear and games fields to the left of the building (from Hurlfield road).</p> <ul style="list-style-type: none"> • Individuals with a mobility disability will have timetables scheduled to avoid high volumes of traffic on the corridors when possible. We will also work with the individual to discuss a PEEP and if required a care plan. • All practical subjects have accessible workspaces including height adjustable desks in the Science labs and a full accessible kitchen in the food and nutrition room. • Car Park Access: The Academy has 5 disabled parking spaces which are within the required 50m vicinity of the building main entrance and reception area (Actual 7m), and this is a well-lit route. These spaces allow a width of a least 360cm and a length of 500cm. The route to the main entrance is considered well signed. Access from the carpark to the entrance is level and there are dropped kerbs where necessary. The main carpark is well lit and monitored by CCTV cameras to enhance safety. The surface of the carpark is level tarmac. • Entrance Access There is a main entrance, a student entrance and a sports entrance to the academy all of which are on ground floor level and allow easy access for wheelchair users. The main entrance doors are automatic but controlled by a maglock and intercom system which is at wheelchair height. The other entrances are controlled by a maglock system. The reception has a hearing loop facility. 	<p>introduced in the market.</p> <p>When making changes to the building ensure they will not cause detriment to anyone accessing the premises.</p>		

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	<ul style="list-style-type: none"> <li data-bbox="450 395 1413 496"> <p>• Meeting Rooms There are 2 meeting rooms at ground level adjacent to the main reception which are wheelchair accessible.</p> <li data-bbox="450 539 1413 818"> <p>• Toilets for the disabled The school has 8 disabled toilets throughout the three floors and 2 wheelchair accessible shower wet rooms with toilet and shower facilities which comply with the required dimensions of 220cmx150cm (actual toilets 4.5m2 and wet rooms 6.7m2) and have contrasting coloured grab rails. In both wet rooms there is an emergency pull cord which, if pulled activates an alarm which is both visual and auditory outside the wet room.</p> <p>Corridors access and stairwells Fire doors may require some form of assistance with opening for wheelchair users. All visual panels are at wheelchair height. All corridors are clear of obstruction and internal doors give an opening exceeding the 75cm required. Stairwells are accessed via maglock-controlled doors and have a rise of 16cm and a going of 30cm the flights are 165cm width which exceeds the required minimum of 100cm. The nosing has a contrasting-coloured strip to indicate the drop. There are 12 steps in each flight and intermediate landings between flights. The stairwells have continuous handrails on both sides, and these continue at least 30cm past the top and bottom of the stairwell.</p> <li data-bbox="450 1297 1413 1326"> <p>• Main Hall</p> 	<p>Ensure that PEEPs are up to date.</p> <p>To maintain partnerships with external agencies such as the HI team</p> <p>Training is completed on a regular basis. Training to be completed with new staff.</p>	<p>Medical Officer</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Ongoing</p>

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	<p>The main hall is on the first floor which is accessible by lift or stairs via the main foyer. There is no hearing loop fitted in the main hall. Individual technologies would be in use depending on the specific needs of the individual.</p> <ul style="list-style-type: none"> • Evacuation chairs We have installed evacuation chairs and have trained trainers who can ensure the appropriate person can use the chairs if a PEEP indicates that this is a requirement. A PEEP will be written by the school medical officer and agreed with the student, staff member or visitor. The logistics of an emergency evacuation are detailed in the emergency evacuation procedures. • Lift access We have 2 lifts in school one passenger lift allows access to all 3 floors and is accessed with a swipe pass and one platform lift that allows access to the first floor and is accessed with a key. • Minibus The minibus is fitted with wheelchair access and all drivers are trained in how to use it. 	<p>To consider the addition of evac training in to the job description of new employees. To ensure that manual handling training is monitored to ensure that staff are protected within their role.</p>		

