

The Royal Sutton School

Accessibility Plan: 2024 – 2025

Last updated: September 2024

Review date: September 2025

Success Criteria

1. A) Improved access to the external physical environment of the school, adding specialist facilities as necessary.
B) Improvements to the internal physical environment of the school and use of physical aids to access education.
2. Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching, to ensure that all students with additional needs are as equally prepared for life as able-bodied students. This covers teaching and learning and access to and inclusion within the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students with access.
3. Improved delivery of written information to students, staff, parents and visitors. For example, use of visuals, dual language, simplified handouts, adapted timetables, textbooks and information about the school.
4. The Royal Sutton School meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).

	Tasks/Actions	Persons Responsible	Resources & Costs	Timeframe (by when)	Monitoring/Evaluation
1.	Improved access to the physical environment of the school, adding specialist facilities as necessary and physical aids to access education.				
	Keep colour coded signage (including yellow lines) up to date to and the physical area inspected, to ensure it is clear for all to navigate around the building safely.	Ian Patrick (ATLP) Al Tetteh	Costs Resources	Ongoing Evaluation	Annual safety checks/audits (ie: fire and H&S) Daily Check list – Site Team Weekly site walks (AT) Half termly strategic Operations & Estates meeting with ATLP and Site Manager (AT) Discussion at weekly school Operations Meeting of any identified issues (AT)

	Ensure that staff with disclosed disabilities can discuss potential reasonable adjustments through appropriate channels.	Jenny Farrelly (JF) (HR) Nicola Gould (NG) (Headteacher)	Time	Ongoing	Weekly HR meetings to review staffing and respond to issues raised (JF/NG)
	Ensure that there is an increased number of EVAC chairs positioned around the school (near the stairs) to support fire evacuation of disabled students. A team of staff is trained for EVAC procedures and for emergencies that require reasonable adjustments.	Ian Patrick (ATLP) Al Tetteh (AT) Jenny Farrelly (JF) (HR)	Costs Resources (EVAC chairs) Time	Ongoing	Weekly site walks (AT/ Site Team/IP) Annual review of the risk assessment for any member of staff or students who need assistance (JF) Annual training of staff in EVAC procedures and reasonable adjustments (ATLP and school Site Team)
	Classrooms and common areas in school such as toilets, library and hall, are organised to promote the participation and independence of all students and consideration is given to acoustics, space, ventilation, lighting, temperature and gender.	Ian Patrick (ATLP) Nicola Gould (NG) (Headteacher) Al Tetteh (AT)	Training access audit Costs and budget planning	Annual prioritisation with ATLP of areas for improvement	Any identified concerns or desired improvements would feed into school O&E Building Development Plan – annual review cycle (ATLP)
	Improve lift key accessibility and staff training – new keys to be stationed in the school safe and one in the administration office	Ian Patrick (ATLP) Sam Reid (SR) (Senior Office Manager) Al Tetteh (AT) (Site Manager)	Cost of 2 x new keys	Annual training (September)	Half termly check (AI/IP and SR) Annual staff training on the use of the lift (SR/AT/IP)

2.	Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching to ensure that all students with additional needs are as equally, prepared for life as able-bodied students.				
	Training for staff in implementing the Ordinarily Available provision at TRSS focusing on: <ul style="list-style-type: none"> • Setting expectations for inclusive practices. • Emphasising high-quality teaching and understanding individual student needs. • Highlighting the graduated approach with continuous assessment and tailored interventions. 	Charlotte Jordan (CJO) (SENDCo) Lisa Lockley (LL) (Assistant Headteacher) Terri-Anne Richards (TR) (Deputy Headteacher)	Training Costs for materials or external presenters	Termly CPD Termly SEND learning walks Half termly progress meetings	Termly SEND Learning walks show that teachers have a holistic understanding of students and their needs (LL/TR/CJO) Half-termly reflection on 'good practice strategies' from the EEF support teachers in applying the graduated response (CJO/TR) Half termly progress meetings evaluate provision and use of the graduated approach in meeting individual student's needs (CJO/TR)
	Quality assurance and assessment cycles prioritise students with SEND, which directs further curriculum adaptation, support and intervention for staff and students alike (emphasising graduated approach)	Charlotte Jordan (CJO) (SENDCo) Terri-Anne Richards (TR) (Deputy Headteacher) Lucy Norton (LN) (assistant Headteacher)	Time Costs	December/ January April July	Assessment is regular (termly), purposeful and seeks to inform the parents and carers as well as the student themselves and specialist professionals as appropriate (CJO/TR/LN) Teachers understand and use the graduated approach and communicate termly with the SEND Team any concerns as appropriate

	of 'assess, plan, do, review). This may include the use of diagnostic assessments, or external professional advice.				(CJO/TR/LN). Termly quality assurance of seating plans evidence priority to SEND students and amendment to need (TR/LL)
	Take steps to personalise needs, even if this requires more favourable treatment such as: use of specialist equipment, individual behavioural systems, time-out cards, early lunch or exit passes, alternative changing rooms for PE. Similarly, staff with asthma may be excused from some duties, in weather likely to exacerbate their condition.	Charlotte Jordan (CJO) (SENDCo) Vickie Spawton (VS) (DSL) Jenny Farrelly (JF) (HR) Pastoral Leaders Terri-Anne Richards (TR) (Deputy Headteacher)	Meeting time Resources and communication costs	Ongoing and responsive to needs / situation	Termly evaluation of medical / first aid data enables adaptations to be put into place for both staff and students Daily / Weekly and Half termly behaviour analysis by the pastoral team enables patterns to be identified and appropriate actions taken (Pastoral Staff) Weekly HR meetings enable individual staff needs to be met (JF/NG) Half termly tracking and analysis of progress of students and the provision strategies offered (CJO/TR)
	Ensure there are extra-curricular clubs that are attended and are accessible for all students with SEND.	Lucy Norton (LN) (Assistant Headteacher) Sam Baggott (SB)	Staffing time Equipment/Club costs	December April July	Half termly publication of the extra-curricular offer (LN/SB) Half termly tracking of participation in enrichment activities (LN/SB) Half termly targeting of key students, in particular high needs, to encourage and promote participation in additional enrichment activities (SEND Team/LN)

	Appropriate curriculum pathways are available for students with disabilities and subject leaders make adaptations to core programs of study.	Terri-Anne Richards (TR) (Deputy Headteacher) Charlotte Jordan (CJO) (SENDCo)	Staffing cost	Yearly / March	The curriculum/subject offer is reviewed annually so to meet the needs and aspirations of all students (TR) Ongoing review of tailored interventions and assessment of need (CJO & TR)
	Preparation for formal access arrangements for examinations: reasonable adjustments are implemented as part of classroom practice for all testing.	Lucy Norton (LN) Gail Gilbert (Assistant SENDCo)	Staffing Resources Costs	Termly assessments: December March/April June/July	Formal access arrangements are reviewed annually (GG) Teachers provide evidence of need termly, informed through the assessment week (GG).
3.	Improve the delivery of written information to students, staff, parents and visitors with disabilities. For example, handouts, timetables, textbooks and information about the school and school events.				
	Incorporation of appropriate colour schemes to benefit all, in particular students with SpLD/visual impairment and sensory needs. Use of iPads to support accessibility to texts and key information for learning. Use of online platforms to support information delivery: Seneca, Sparx Reader,	SEND Team Lisa Lockley (AHT) Charlotte Jordan (CJO)	Resource Costs	Ongoing – with annual review of student passports Ongoing CPD for staff on using iPads	Communication of student passports (annually) to ensure staff are aware of student needs and recommended adaptations (SEND Team) Learning walks (half termly audit walks and termly SEND walks) show that teachers have a holistic understanding of students and their needs (LL/TR/CJO) Daily/ weekly feedback from teaching assistant (s) with teachers and the SEND Team enables adaptations as required (CJO) Annual feedback from parents on school events and provision is positive

	Sparx Maths				(NG)
	Research the services available through the LA for translation services and for converting written information into alternative formats.	Charlotte Jordan (SENDCo)	Costs	Annual review of needs	
	Academy website to include google translate function for different languages.	Nicola Gould Sam Reid Neil Bridson (ATLP)	Resource costs	Annual review of the website compliance	

4. The Royal Sutton School meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).

	SEND audits are conducted and information is updated, which includes student, parent/ carer and advocate voice.	Charlotte Jordan (SENDCo)	Training costs and staffing costs Rate My School Parent Group Meetings	Annually	Annual audit of SEND evidence that parents of SEND and EAL children say that the school gives their child the support they need.
	There is a regular review of student provision and progress which includes the student and parent/ carer. All students identified with SEND have a personalised passport or care plan stating what reasonable	Charlotte Jordan (SENDCo)	Training /CPD time Admin	Termly for seating plans: December / April / July Annual review of passport of care plan	Teachers use the graduated approach with continuous assessment and tailored interventions (CJO) Teacher's seating plans are reviewed termly to outline their classroom response to the needs of all students (LL/TR) Passports and care plans are updated and communicated with staff

	adjustments are needed. Seating plans show the current strategies being adopted by the class teacher and TA.				as reviewed with the student and parent (SEND Team)
	Keep SEND register and passport information up to date to identify students with SEND for staff to access.	Charlotte Jordan (SENDCo) and SEND Team	Meeting time Admin	Annually – at date of review	SEND register and passport information is updated annually and communicated with staff/teachers (CJO)
	Ensure specific school needs are reflected in Trust wide policies: <ul style="list-style-type: none"> • SEN Policy • Medical Conditions Policy • Teaching and Learning Policy 	Nicola Gould (Headteacher) Lisa Lockley (AHT) Vickie Spawton (Lead DSL) Charlotte Jordan (SENDCo)	Time	Annual review of policy	Annual review of policies ensure practice aligns with policy (NG)
	Review existing opportunities for students, staff and parents to participate in school management and governance (for example School Councils) & consider how all people may be encouraged to participate.	Nicola Gould (Headteacher) Terri-Anne Rochards (DHT) Lucy Norton (AHT) (student leadership / voice)	Time Assembly focus (HoH)	November February June Monthly PTA meetings	Termly forum for staff is a mechanism to communicate with leadership around the school management (NG/TR) Regular student voice helps to gather student voice to developments in school (LN) Monthly PTA meetings is a vehicle for parents to participate in the life of the school (NG)

	<p>Implement specific and targeted CPD for individuals and groups such as Advocates and new staff induction.</p> <p>Including children with SEND and children who are disadvantaged.</p>	<p>Lisa Lockley (AHT)</p> <p>Vickie Spawton (Lead DSL)</p> <p>Charlotte Jordan (SENDCo)</p> <p>Sarah Allen (Inclusion Manager)</p>	<p>Time Training</p>	<p>Inductions each year and with new mid-year staff</p> <p>Annual Advocate training</p>	<p>THRIVE training for all staff in February 2024 (Level 1)</p> <p>Trauma informed and attachment pathway training in September 2024.</p> <p>Review of training records (inc. SCR) and staff feedback evidence that staff feel knowledgeable and informed about how to meet the needs of all students (LL)</p>
	<p>Use 'My Concern' to identify trends of concerns for students with SEND and put actions into place as a result.</p>	<p>Vickie Spawton (Lead DSL)</p>	<p>Time</p>	<p>Half termly analysis reports: October December February April May July</p>	<p>Termly reports from MyConcern ensures actions to contextual issues that emerge (VS)</p> <p>Two weekly quality assurance of MyConcern entries ensures emerging trends are identified and additional support sourced as required (VS)</p>
	<p>Improve recruitment process to ensure applicants with SEND are aware of required duties and reasonable adjustments can be planned in advance if needed.</p>	<p>Nicola Gould (Headteacher)</p> <p>Jenny Farrelly (ATLP)</p>	<p>Safer Recruitment training for SLT</p>	<p>At each appointment</p>	<p>Plan each recruitment process to accommodate the needs of all applicants (NG/JF)</p> <p>Use safer recruitment principle for all recruitment (NG/JF)</p>
	<p>Identifying and displaying positive images of people with SEND in the school.</p>	<p>Lucy Norton (AHT)</p> <p>Terri-Anne Richards (DHT)</p>	<p>Cost of resources</p> <p>Assemblies</p>	<p>Half termly assembly planning</p>	<p>Ongoing review of the curriculum supports the development breadth of diverse holistic learning experiences provided by the TRSS curriculum provision (TR)</p> <p>Half termly planning for assemblies ensure key dates/people are recognised and celebrated as appropriate (LN)</p>