

ACCESSIBILITY POLICY



THE
 SULLIVAN
 CENTRE

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Claire Goodaire	Governing Body	2018	1.1	Annually
Claire Goodaire	Governing Body	2019	1.2	Feb 2021
Claire Goodaire	Governing Body	Sept 2021	1.3	Every three years or as required
Claire Goodaire	Governing Body	Sept 2023	1.4	Every three years or as required

School Accessibility Plan

1. Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- to prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. **The plan is to be reviewed and updated every year.**

The Sullivan Centre Sullivan 23-24, 24-25, 25-26 Accessibility Plan

Values

The Sullivan Centre recognises it's responsibility to:-

- ❖ Ensure that disabled students are not treated less favourably for a reason related to their disability
- ❖ Make reasonable adjustments for disabled students, so that they are not at a disadvantage
- ❖ Plan to increase access to education for disabled students

The Sullivan Centre Ethos

The fundamental principles that provide the focus and framework for the organisation and management of The Sullivan Centre are that:-

We, the staff and students of The Sullivan Centre want to operate in an environment in which we **all** feel happy, respected, supported, valued, secure, challenged and successful. We want to feel proud, confident and healthy and be part of an effective group.

In addition The Sullivan Centre aims to:-

- ❖ Foster relationships and ways of working that provide genuine equality of opportunity for **all** our students.
- ❖ Offer a broad and balanced curriculum, identified and organised on an **individual** basis, appropriate to each student's academic background and educational, physical and emotional needs.
- ❖ Offer **each** student, academic, vocational and pastoral support in a comfortable, safe, yet stimulating atmosphere based on a foundation of mutual trust and support.
- ❖ Raise the self esteem and self confidence of **each** young student,
- ❖ Encourage **each** young student to have expectations and aspirations within an environment that celebrates success and promotes a positive yet realistic attitude to future life choices.

Legislation and guidance

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Access to the curriculum for disabled students

The Sullivan Centre, is predominantly a short-term educational provision which supports young people within Hull and out of county areas who are unable to access their present school due to a diverse range of medical and mental health needs.

The service encompasses:

- The Sullivan Centre, classroom based tuition (co located at Venn Boulevard Centre);
- Hospital Schoolroom (located at Hull Royal Infirmary);
- Home Tuition Service providing an Outreach education and support service to pupils/schools.

- Inpatient Schoolroom (located at Inspire, the region's new CAMHS (Children's & Adolescent Mental Health service) inpatient facility)

In planning our inclusive curriculum, The Sullivan Centre undertakes to:-

- ❖ Set suitable learning challenges
- ❖ Respond positively to an individual's diverse learning, emotional and physical needs
- ❖ Make every effort to overcome potential barriers to learning and assessment for any individual student

Activity

This section outlines the main activities which The Sullivan Centre undertakes, and is planning to undertake, to achieve the key objectives.

- Increasing the extent to which disabled students can participate in the school curriculum
We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.
- Year on year planning for a more inclusive curriculum;
- Changes to teaching and learning arrangements;
- Classroom organisation;
- Deployment of auxiliary aids and personnel;
- Information and training for staff.

Improving the physical environment of the school We see this as attempting to 'increase the extent to which disabled students are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room Access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (DfES Guidance 'Accessible Schools')

Provision of Information The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested (DfES Guidance 'Accessible Schools')

- Modified examination papers
- Modified resource and support material
- ICT facilities

Setting suitable learning challenges

1. All staff aim to give every student opportunities to experience success in academic learning and personal development.
2. Targets will aim to enable and encourage students to achieve as high a standard as possible.

3. Staff should teach the knowledge, skills and understanding in ways that suit their students' varying abilities and learning styles. Potentially this could mean choosing knowledge, skills and understanding from earlier or later key stages.

Respond positively to an individual's diverse learning, emotional and physical needs

1. Staff have high expectations of all students in terms of performance, achievement, progress and levels of personal responsibility
2. Differentiated tasks, a variety of levels of accreditation, and a flexible curriculum all contribute to providing opportunities for all students to achieve.

Make every effort to overcome potential barriers to learning and assessment for any individual student

1. Staff are experienced, knowledgeable and highly skilled in identifying, addressing and/or accessing appropriate advice and support for those students who have particular learning and assessment requirements which could create barriers to learning.
2. Staff regularly review provision for each individual student and work together to identify any aspects of programmes of study, experiences and attainment targets that may present specific.
3. Specialised resources needed to support teaching, learning and assessment would be acquired for an individual or group of students with disabilities or impairments, if and when necessary.

Improvements to the physical environment

1. The Sullivan Centre classrooms are based on one floor and if any pupils need to access the Venn Boulevard Centre there is a lift installed enabling any students or visitors with significant physical disabilities to access the main teaching rooms on the first floor.
2. The disabled toilet on the ground floor has recently been refurbished providing appropriate access, facilities and highly visible fixtures and fittings.
3. Fire escape routes are currently marked with standard sized signs. Signs more appropriate for students and visitors with significant visual impairment would be introduced if and when required.
4. Students and staff with physical disabilities have appropriate access to all teaching rooms on the first floor.
5. Appropriate line marking has been implemented in the car park and a ramp provides easy access to the buildings for wheelchair users. (Line markings will may need refurbishing in the near future)
6. Due to the flexibility of the timetable and organisation of teaching and learning sessions, individual physical needs would be addressed and catered for if and when necessary

Improvements in the provision of information

The Sullivan Centre classrooms, cannot predict who will be referred over the next 3 years, making it difficult to predict if any of our students will have disabilities of one type or another.

1. The appropriate format selected for provision of information to an individual student would be identified according to the nature of the impairment.
2. Where teaching and/or non-teaching staff were unfamiliar with supporting a student with a particular impairment, advice and help would be sought from appropriate other professionals/agencies.

Coordination and management of plan

The Sullivan Centre ethos and Bill of Rights provides the framework to create and maintain a totally inclusive environment and set expectations for tolerance within relationships.

Students are fully consulted on nearly all aspects of the organisation and management of the Sullivan Centre life and are expected to accept responsibility and be accountable for their actions and words.

1. The Ethos underpinning the Disability Accessibility Plan is integral within all Sullivan policies concerning Equality of opportunity and rights.
2. Where a student was identified with a disability or impairment, specific risk assessments would be carried out for all activities or experiences that they would be involved in.
3. If necessary, The Sullivan Centre teaching staff would access appropriate CPD if and when necessary.
4. Teaching and non teaching staff would seek relevant advice and information from other agencies, if and when a student with an impairment of any type outside our area of expertise was admitted to the Sullivan Centre classrooms.

Accessibility of the Plan

The Accessibility Plan would be located in Sullivan Policy Documents and all staff have access to on-line copies in the shared drive. It is also available on the website.

The hard copy is in the Admin. Office and is available for all staff and interested parties as are copies of any documents contained in it.

Duration, review and revision

This Plan will be generally reviewed in September 2023 by all relevant staff.

However, if a student with a disability or impairment is referred to The Sullivan Centre before this time, all aspects of the Plan will be reviewed at the time of admittance. All relevant key workers will be involved in the review via a consultation process and associated risk assessments.

Support from other agencies

1. Teaching and non teaching staff would seek relevant advice and information from other agencies, if and when a student with an impairment of any type outside our area of expertise was admitted to The Sullivan Centre classrooms.
2. If necessary, the Health and Medical Needs Education Service staff would access appropriate CPD if and when necessary.

Likelihood of implementation of the Accessibility Plan

The Sullivan Centre is totally committed to providing an inclusive environment, where every student and staff member, irrespective of any additional needs, will be treated with courtesy and respect, and offered the same opportunities and experiences as all other Sullivan Education Service members.