

Policy H2 - Accessibility Plan - academy specific

Name of academy:	Robsack Wood Primary Academy	Three year period covered by plan:	2018 - 2021
-------------------------	------------------------------	---	-------------

Aims

Each academy in the University of Brighton Academies Trust is committed to having a fully accessible environment which values and includes all pupils/students, staff, parents and visitors, regardless of their backgrounds and needs.

Specifically, each academy's accessibility plan is aimed at:

- Improving the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the availability of accessible information to disabled pupils and their parents/carers.

Robsack Wood Primary Academy Trust and Academy Accessibility Plan

Improving Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Access: To be aware of the access needs of all pupils/pupils, staff, governors and parents/carers.</p> <p>Ensure all staff, local board members and other volunteers / visitors to the academy are aware of access issues</p>	<p>Gather information about the needs of pupils through the use of medical care plans and involvement of parents.</p> <p>Hold information gathering multi-agency meetings prior to a pupil starting to ensure that the environment is fit to meet their needs prior to arrival at RSW.</p> <p>Monitor pupils' access needs on an ongoing basis and review termly using health care plans.</p> <p>Conduct an annual audit of academy premises taking into account the specific needs of pupils either current or prospective.</p>	<p>Annually or as required.</p> <p>September (annually)</p> <p>As required.</p>	<p>Assistant Principal – Inclusion and Team Leaders</p> <p>Facilities Manager</p>	<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p>
<p>Ensure everyone has access</p> <p>Ensure that the building remains fully accessible and compliant in line with the Equality Act</p>	<p>Ensure that nothing is preventing access for all.</p> <p>Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g. ramps, visual alarms etc.</p>	<p>Daily check to ensure the site is clear of obstructions.</p> <p>As works are undertake.</p>	<p>Facilities Manager</p>	<p>All visitors feel welcome.</p> <p>That the building is fully accessible and easily travelled by all staff, pupils, parents/carers, visitors.</p>
<p>Maintain safe access for all</p>	<p>Check exterior lighting is working on a regular basis.</p>	<p>Ongoing checks – 3 monthly.</p>	<p>Facilities Manager</p>	<p>Everyone feels safe and can gain access safely into the academy grounds.</p>

Exits: Ensure all disabled or impaired people can be safely evacuated	Personal Emergency Evacuation Plans to be completed and reviewed on an annual basis for all disabled pupils and staff. Additional reviews to be completed if changes occur to buildings.	As required.	Assistant Principal – Inclusion and Team Leaders	All pupils and staff working with them are safe.
Ensure that the academy passes its Fire Safety Audit including training for staff is up to date, equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Daily	Facilities Manager	All personnel and pupils have safe independent exits from academy.

Improve access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual website audit undertaken	Annual Check	UoBAT	Compliant Website.
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email, pupils-post. Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs. Check that correspondence sent home is accessible in relation to reading ability language etc.	Ongoing Ongoing	Executive Principal	All parents/carers become aware of alternatives available and how these can be accessed.
Ensure information in all	Provide a choice of formats	Ongoing	Assistant Principal -	Parents/carers have choices

SEN reviews is accessible to all parties	for pupil's parents/carers to provide views on reviews.		Inclusion	about how they are communicated with and how they provide their points of view.
--	---	--	-----------	---

Improve access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all.	Consider the needs of all pupils in the academy when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - with consideration for those pupils with general and specific learning difficulties. Ensure all staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs	As required in response to pupils need.	All staff	All pupils access fully the curriculum provided. Structured conversations as appropriate with parents/carers.
Ensure teaching and learning methods and environment support pupils with speech and visual impairment.	Promotion of an ethos of inclusion, acceptance, patience and understanding. Specific programme as required through liaison with Speech Therapy Service.	As required in response to pupils need.	Assistant Principal - Inclusion	Progress confirmed by observations and formal assessment.
Ensure teaching and learning methods and environment support pupils with hearing impairment.	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops. TA support as required	As required in response to pupils need.	Assistant Principal - Inclusion	Progress confirmed by observations and formal assessment.
Ensure teaching and learning methods and	Support in P.E. classroom environment, corridors	TA support as required.	Class Teachers	Pupils are able to access all activities.

environment support pupils with impaired mobility including wheelchair users.	unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in academy. Early exit from classes. Direct access to server at lunch time, Regular visits from Physio.			
Ensure teaching and learning methods and environment support pupils with emotional and behavioural difficulties and pupils with diagnosed medical conditions e.g. asthma, allergies	Layout of classroom, time out, clear targets, clear behavioural expectations. Accessibility of medication. Awareness of staff when planning DT, PE, Science activities.	TA as required. Awareness for the subject specific lessons and PE.	Assistant Principal - Inclusion	Progress confirmed by teacher assessment and achieving targets. Pupils are able to access the activities.
Necessary provision is in place to allow all pupils to access extra-curricular opportunities	Pre-preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc.	As required in response to pupils need.	Senior Leadership Team	All pupils access fully the curriculum provided.
Ensure all pupils can access public examinations and statutory assessments	Access arrangements in place for all pupils who require and are eligible for support, including, readers, separate rooming etc.	For all exam/ assessment series.	Senior Leadership Team	All pupils can fully access all exams and statutory assessments.