

Policy H2 - Accessibility Plan

1. Vision and Values

The University of Brighton Academies Trust (the Trust) has high ambitions for all of its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of academy life. The Trust and its academies strive to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access, the University of Brighton Academies Trust aims to:

- Improve the achievement of students and children
- Improve the quality of teaching and learning (including behaviour and safety of students and children)
- Improve the quality of leadership and management in relation to accessibility strategy

2. Accessibility Strategy

This statement sets out the ways in which the Trust provides access to education for all students with a disability.

A person is defined as having a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)

The Trust's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Students and Parents
- Admissions

The Board of Trustees supports the Special Educational Needs and Disability Act (2010). The Trust are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided. The Trust will review access to the physical environment of all of its academies for students with disabilities.

3. Evacuation Procedures

Each academy will adapt its evacuation procedures to meet the specific needs of an individual with a disability. Such procedures will be discussed with the student and parents/carers and a record will be kept in the student's Special Educational Needs (SEN) file.

Students who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.

4. Curriculum Access: Teaching, Learning and Assessment

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full curriculum of the academy, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the academy, transition within the academy or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

The Trust's and academies Information Communication Technology (ICT) networks can provide access to students and staff in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and particularly sight impairments. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is also available to support students with dyslexia or reading difficulties.

The Trust and its academies will give sympathetic consideration to setting a time-table that meets individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The academy will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment.

Students at our academies have always been able to participate fully in the wide range of extra-curricular activities offered, consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance.

5. Information for Parents and Students

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEND Policy). Large print format materials can be made available.

If either student or parents have difficulty accessing information normally provided in writing by the academy as worksheets, homework or newsletters then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.

- Admissions Policy
- SEND Policy
- Equality and Diversity Policy

All other policies will acknowledge the requirements of the policy.

6. Policy status and review

Written by:	Estates and Facilities Management Director
Owner:	Estates and Facilities Management Director
Status:	Approved
Approval date:	Risk & Audit Committee 04-12-17
Review Date:	As required or 2020/21

The Hastings Academy Accessibility Plan 2019-2022

Improving Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Access: To be aware of the access needs of all students/children, 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>	<ul style="list-style-type: none"> Gather data around access needs at the point when a child begins at the academy Create access plans for individuals as required Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy. Include the accessibility plan as part of induction 	<p>Annually or as required</p> <p>September (annually)</p> <p>As required</p>	Assistant Principal Inclusion/SENDc0	Individual, relevant and current information is gathered and shared as required so that all needs are met.
Ensure everyone has access	Ensure that nothing is preventing access for all	Daily check to ensure the entrance area is clear of obstructions	Site Team	All visitors feel welcome.
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks – 3 monthly	Estates manager/Site Team	Everyone feels safe and can gain access safely into the academy grounds
Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan (PEEP) for all disabled staff and pupils.	Ongoing	Assistant Principal Inclusion/SENDco with Estates Support Manager	All students and staff working with them are safe
Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Daily	Estate Manager/Assistant Principal	All personnel and students have safe independent exits from academy

Ensure that the building remains fully accessible and compliant in line with the Equality Act	Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g. ramps, visual alarms etc	As works are undertaken	Estates and FM Director Business Manager	That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors
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Improve access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual website audit undertaken	Annual Check	Web Team/ Support Staff	Compliant Website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email, student-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	Assistant principal Inclusion, Learning Support Manager All Staff	All parents/carers become aware of alternatives available and how these can be accessed
Ensure information in all SEN reviews is accessible to all parties	Provide a choice of formats for student's parents/carers to provide views on reviews	Ongoing	Assistant Principal Inclusion/SENDco	Parents/carers have choices 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 students in the academy	Ongoing	All staff	All students access fully the curriculum provided.

	<p>when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those children with general and specific learning difficulties</p> <p>Ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs</p>	Ongoing	Assistant principal Teaching and Learning with Assistant Principal Inclusion/SENDco	Structured conversations as appropriate with parents/carers.
Ensure teaching and learning methods and environment support children with Speech, Language and Communication Need	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech Therapy Service.	As required in response to student need	Assistant Principal Teaching and Learning/Learning Support Manager	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops. TA support as required	As required in response to student need	Assistant principal Teaching and Learning with Assistant Principal Inclusion/SENDco	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print.	As required in response to student need	Assistant Principal Teaching and Learning with Assistant Principal Inclusion/SENDco	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of	TA support as required	Assistant Principal Teaching and Learning with Assistant Principal Inclusion/SENDco	Children are able to access all activities

mobility including wheelchair users.	hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in academy. Supervised access to lifts. Early exit from classes. Direct access to server at lunch time, Regular visits from Physio		Estates manager	
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations.	TA as required	Assistant Principal Teaching and Learning with Assistant Principal Inclusion/SENDco and Learning Support Manager	Progress confirmed by teacher assessment and achieving targets
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Accessibility of medication. Awareness of staff when planning DT, PE, Science activities	Awareness for the subject specific lessons and PE	Assistant Principal Teaching and Learning with Assistant Principal Inclusion/SENDco	Children are able to access the activities
Necessary provision is in place to allow all students 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 student need	Assistant Principal CEAIG	All students access fully the curriculum provided
To improve literacy and numeracy levels of students achieving below age expectations	Identify students who require additional support through RAGs. Provide appropriate interventions	Weekly	Assistant Principal Teaching and Learning with Literacy Lead	Enhanced student progress shown
Ensure all students can access public examinations and statutory assessments	Access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc.	For all exam/ assessment series	Vice Principal/Exams Officer	All students can fully access all exams and statutory assessments

