

# Accessibility Plan

## 2021-2024

### Aims

Each academy in the University of Brighton Academies Trust is committed to having a fully accessible environment which values and includes all pupils, staff, parents and carers 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

### Improving physical access

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Access: To be aware of the access needs of all pupils, staff, parents, carers, visitors, Local Board</p> <p>Ensure all staff, Local Board members and other volunteers/visitors to the academy are aware of access issues for pupils</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 meeting 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. Conduct an annual audit of academy premises taking into account the specific needs of pupils either current or prospective</p>	Annually or as required	Inclusion and Team Leaders	Individual, relevant and current information is gathered and shared as required so that all needs are met
Ensure everyone has safe access	Ensure that nothing is preventing access for all	Daily check to ensure site is	Facilities Manager	All visitors feel welcome

	Check exterior lighting is working on a regular basis	clear of obstructions		Everyone feels safe and can gain access safely into the academy grounds
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	Facilities Manager	That the building is fully accessible and easily travelled by all staff, pupils, parents, carers and visitors
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	Inclusion Team and 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 defective equipment is replaced	Ensure staff are fully trained and aware of their duties	Daily	Facilities Manager	All staff and pupils have safe, independent exits from the academy

### Improve access to Information

Targets	Strategies	Timescales	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 and check that correspondence sent home is accessible in relation to reading ability, language etc  Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs.	Ongoing	Academy Business Manager	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 pupils, parents/carers to provide views on reviews	Ongoing	Inclusion Team	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 pupils in the academy when planning lessons and 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 for pupils for who they teach to ensure they can plan and deliver to meet their needs	As required in response to pupils needs	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 needs	All staff	Pupils are able to access all activities
Ensure teaching and learning methods and the 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 pupil needs	All staff	Pupils are able to access all activities
Ensure teaching and learning methods and environment support pupils with impaired mobility including wheelchair users	Support in PE. Classroom environment, corridors 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 lunchtime. Regular visits from Physio	As required in response to pupil needs	All staff	Pupils are able to access all activities
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	As required in response to pupil needs	All staff	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 pupil needs	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