

Name of academy:	Desmond Anderson Primary Academy	Three year period covered by plan:	September 2021 – July 2024
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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/students to take better advantage of education, benefits, facilities and services provided;
- Increasing the extent to which disabled pupils/students can participate in the curriculum;
- Improving the availability of accessible information to disabled pupils/students and their parents/carers.

This accessibility plan has been informed by:

- An audit of the accessibility of the academy buildings.
- A review of staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.
- The access needs of disabled children, staff and parents/carers.

As a consequence of these activities, the following targets and actions have been identified:

1. Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
<p>Access: To be aware of the access needs of all students/children, staff, visitors, local board members 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 staff induction 	<p>July at new parents meeting</p> <p>Annually or as required</p> <p>September (annually)</p> <p>As required</p>	<p>DAPA Administrator / Early Years Leader (new parents pack)</p> <p>SENCO</p> <p>DAPA Administrator</p> <p>Vice Principal</p>	<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p>
<p>Ensure everyone has physical access to the building</p>	<p>Ensure that nothing is preventing access for all</p>	<p>Daily check to ensure all entrance areas are clear of obstructions</p>	<p>Premises Manager</p>	<p>All pupils, staff, parents/carers and visitors feel welcome and are able to access the building independently</p>
<p>Maintain safe access for all</p>	<ul style="list-style-type: none"> Check exterior lighting is working on a regular basis Ensure that door entry system is working correctly Check that outside environment is safe 	<p>Ongoing checks – 3 monthly</p> <p>Daily checks</p>	<p>Premises Manager</p>	<p>Everyone feels safe and can gain access safely into the academy grounds</p>

Exits: Ensure all people with a disability or impairment can be safely evacuated	Ensure there is a personal emergency evacuation plan (PEEP) for all disabled staff and pupils.	As required – renew annually or more frequently depending upon need	SENCO in liaison with Premises Manager	All pupils and staff working with them are safe All fire/evacuation drills successfully completed
Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defective equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Daily	Premises Manager	All personnel and pupils have safe independent exits from academy
Ensure that the building remains fully accessible and compliant in line with the Equality Act including all future building projects	Ensure that any building or maintenance works ensures full compliance with the Equality Act in relation to access e.g. ramps, visual alarms etc	As works are undertaken	Premises Manager	The building is fully accessible and easily travelled by all staff, pupils, parents/carers, visitors All building work meets DDA requirements

2. Improving access to information

Targets	Actions	Timescale	Responsibility	Outcomes
Website is compliant with statutory regulations	Annual website audit undertaken	Annual Check	Principal	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 needs etc.	Ongoing Ongoing	DAPA Administrator	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 pupil's parents/carers to provide information for reviews	Ongoing	SENCO	Parents/carers have choices about how they are communicated with and how they provide their points of view.

3. Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
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, whiteboard and smartboard background colour, writing equipment, position in classroom etc. For those children with general and specific learning difficulties, ensure all staff have access to the inclusion data of students they teach to ensure they can plan and deliver to meet their needs appropriately	As required in response to student need Annual reminder to all staff re accessibility best practice	All staff	All pupils access fully the curriculum provided. Structured conversations as appropriate with parents/carers.
Ensure that teaching and learning meets the needs of all pupils through effective differentiation	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support.	Ongoing	SENCO/Inclusion Manager	Children with a Special Educational Need will make good progress confirmed by teacher assessment
	Review Individual Learning Plans (ILPs) for pupils with a Special Educational Need, identifying how their needs will be met within lessons.	At least twice per year or as necessary		

Ensure teaching and learning methods and environment support children with speech and language impairment	Specific programme as required through liaison with Speech Therapy Service.	As required in response to student need	All staff S & L Teacher	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 Specialist equipment as required	As required in response to student need	All staff SENCO/Inclusion Manager	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 (inc Braille if appropriate) Adjustment to whiteboard/smart screen including background colour Audit of glare, light levels in classroom Specialist equipment as required	As required in response to student need	All staff SENCO/ Inclusion Manager	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Classroom environment, corridors and pathways unobstructed 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. Support in P.E.	TA/ LSA support as required	All staff TA/LSA support as required	Children are able to access all activities

	Specialist equipment as required Cleansing room with hoist available if required		SENCO/ Inclusion Manager	
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, visual timetable, time out, clear targets, clear behavioural expectations. Specialist equipment as required Specialist support as required	TA as required	All staff SENCO/ Inclusion 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. Staff awareness when planning DT, PE, Science activities	As required	All staff	All 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. Pre-visit to venues as necessary to check accessibility	As required in response to student need	All staff In liaison with SENCo as required	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 and quality first teaching	Weekly	All	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	All staff Deputy Principal SENCo as required	All students can fully access all exams and statutory assessments
Raise awareness of disability issues	Incorporate disability awareness into staff induction and SEN staff meetings	Ongoing	All staff School Business Manager	Positive feedback from students and parents/carers

4. Monitoring and evaluation

This accessibility plan will be reviewed at least every three years by the Local Board.

5. Policy status and review

Written by:	A Roden
Owner:	SENCO/Inclusion Manager
Status:	Approved / Draft
Approval date:	Local Board (Include date of approval) 7 th December 2021
Review date:	July 2024