

Name of academy:	Holmbush Primary Academy	Three year period covered by plan:	2022 - 2025
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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
To ensure that all pupils and visitors to the academy are able to access all areas of the building.	Gather information as needed with regard to the needs of pupils and families. Ensure that ramps are appropriate for wheelchair users.	Ongoing	SENCo Premises Manager	The whole academy site is accessible.
To ensure that fire escapes are always easily accessible.	Check fire doors regular to ensure good working order. Ensure Fire Exit signs are standardised. Regularly review access to Fire Escapes.	At least annually	Premises Manager	Fire procedures are clear and exits easily accessible.
To ensure that paving is safe for wheelchairs, walking frames and walking sticks.	Regularly check and replace paving slabs. Ensure paths are free of debris.	Ongoing	Premises Manager	Entrances and exits are easily accessible for all.
To ensure wheelchairs and mobility scooters are able to access the hall easily.	Check that ramps are safe and fit for wheelchair or mobility scooter use. Ensure all staff know where these can be accessed.	By summer 2023	Premises Manager	Wheelchair users will be able to access the hall for events.

2. Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure the teaching and learning needs of all pupils are met through effective support and challenge.	<p>Monitor teaching to identify support given to pupils to enable them to access the same curriculum as their peers.</p> <p>Identify effective methods of support and challenge as part of monitoring. Feedback to staff.</p>	Ongoing	SLT	<p>All pupils access the curriculum in an equitable way.</p> <p>Pupils with SEND have access to the same curriculum as their peers.</p>
To ensure learning resources fully meet the needs of all pupils.	<p>Gather information regarding the needs of pupils.</p> <p>Provide specialist equipment as necessary</p> <p>Identify new software to support pupils' access to the curriculum – particularly touch typing software to support pupils with dyslexia.</p>	Ongoing	SLT (including SENCo)	<p>Progress of pupils with additional needs is in line with that of other pupils.</p> <p>Pupils with specific difficulties are able to show their knowledge.</p>
To provide support for pupils with sensory needs in order to allow them to regulate and access the curriculum alongside their peers.	<p>Ensure the group room is well organized and contains the equipment needed for 1:1 and small group work based on the changing needs of the pupils.</p> <p>Look into converting the outbuilding to make use of it as a sensory room.</p>	<p>By February 2023.</p> <p>By January 2024</p>	<p>SENCo and Learning Assistants</p> <p>Principal, SENCo and Premises Manager.</p>	

3. Improving access to information

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure all members of the school community can access information.	<p>Use of interpreters for deaf parents.</p> <p>Information available in different languages as necessary.</p> <p>Ensure classrooms are dyslexia/communication friendly.</p> <p>Continue to gather information on parental needs.</p> <p>Use a range of different methods to communicate with parents, including videos.</p>	Ongoing	All staff	All members of the community are able to access information easily.

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:	Susan Stickley
Owner:	Susan Stickley
Status:	Approved / Draft
Approval date:	Local Board (Include date of approval)
Review date:	September 2025