

Accessibility Plan 2024 – 2027

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
Maintain and regularly monitor and review safe access for all.	<ul style="list-style-type: none"> • Regular site walks identify any access issues on a regular basis. Checks to be completed of both the internal and external environment on a regular basis to ensure that accessibility needs are met. • Open lines of communication to be established with parents and carers to ensure that any issues are raised. • Ensure any building works retain full compliance with the Equality Act. Contractors given full induction. • Check exterior lighting on a regular basis. 	Ongoing Checks – 3 monthly	Facilities Manager	<p>Everyone feels safe and can gain access safely into the academy grounds.</p> <p>All visitors feel welcome.</p>
Ensure all disabled or impaired people can be safely evacuated	<ul style="list-style-type: none"> • Regular site reviews ensure that evacuation routes are clear from hazards • Ensure there is a personal emergency evacuation plan (PEEP) for all disabled staff and pupils. • Regularly review fire risk assessment and fire evacuation routes to ensure safe exit for any disabled visitors who may be in the building. • Disabled pupils to be allocated a 1:1 assistant in the event of a fire who would evacuate them safely – this should be detailed in the PEEP. • Evacuation arrangements discussed at the start of any event with visitors in the building and individualized where required. • Evacuation arrangements detailed in visitor leaflet. 	When required	<p>SENCO</p> <p>Facilities Manager</p>	All students and staff working in school are safe and able to access evacuation routes appropriately.

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.	<ul style="list-style-type: none"> • Ensure staff are fully trained and aware of their duties. • Fire risk assessment in place and work completed as a result of this annual survey. • Regular drills to include consideration for access and be reviewed after each drill, in light of PEEPs. 	Ongoing	SENCO Facilities Manager	All personnel and students have safe independent exits from academy.
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Improving Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
To ensure the website is compliant with statutory regulations	<ul style="list-style-type: none"> • Managed by marketing team. Annual website audit undertaken by UoBAT to ensure compliance. Any changes made promptly. 	Annual Check	Principal	Compliant Website
To improve awareness of alternative formats for sharing information	<ul style="list-style-type: none"> • Makaton taught throughout the academy. • CIP used throughout the academy. • Training provided to all staff. • Use a variety of formats for communication, including text, email, post. Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs. Ensure communication with both parents when families are separated. • Parents encouraged to share information about their need for access so that we can support this. • Use of Google translate where required • Staff to receive support from the Inclusion Team to provide appropriate resources to support in the classroom e.g. buff paper / Communicate in Print instructions etc. • Inclusion Team to monitor the access to information for individual pupils on the SEN caseload to ensure that appropriate provision is in place. Advice and guidance to be implemented from external professionals. 	Ongoing and when required	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	<ul style="list-style-type: none"> • SENCO to have good working knowledge of parents and carers requirements, through regular meetings and conversations. • Choice of formats to be provided for student's/parents/carers to provide their views on reviews 	Ongoing	SENCO All staff	Parents/carers have choices about how they are communicated with and

	<ul style="list-style-type: none"> Information to be provided to parents in advance of meetings to ensure they have sufficient time to read and understand. Parents to be offered the opportunity for a friend / translator to attend to support their understanding if required. Use of the Links project to support translation if required. 			how they provide their points of view.
Ensure staff have a sound understanding of inclusion and various forms of SEND and how best to support these pupils	<ul style="list-style-type: none"> Regular training for all staff – planned into CPD calendar and focused on needs of the academy Weekly SEN triangulation meeting to identify unmet needs and improve provision where required – this includes support for staff. 	Ongoing and when required	SENCO All staff	Staff will have a sound understanding of how best to support these pupils.

Improve Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all.	<ul style="list-style-type: none"> Teachers to consider the needs of all pupils in the academy when planning lessons and to adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc. Staff have ownership over provision maps, supported by SEN team, to identify provision needed CPD to be provided to support teachers to plan adaptations to the curriculum SENCO / SEN Teacher to offer planning support for teachers to ensure they are well-equipped to meet their pupils' needs. All professionals to contribute to provision maps. Weekly SEN triangulation meeting to identify unmet needs and improve provision where required – this includes support for staff. 	As required in response to student need	All staff SENCO SEN TAs	All pupils access the curriculum provided fully. Structured conversations as appropriate take place with parents/carers. Additional resources / aids / scaffolds are provided for key pupils to enable them to access the learning.
Ensure teaching and learning methods and environment support children with speech and language difficulties.	<ul style="list-style-type: none"> Early assessment identifies needs of any pupil. Total Communication Policy in place to promote communication in the environment. All staff receive training on this and SENCO monitors this and provides additional support where required. Demonstration of patience and support. Specific programmes of support as required through SaLT service. CPD for all teachers and staff on strategies to meet the needs of these pupils in the classrooms e.g. Word Aware etc. Application for access arrangements for statutory testing. All staff and pupils to be taught Makaton – four signs per week and to be encouraged to use Makaton to support communication. 	As required in response to student need	SaLT SENCO All staff	All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.

	<ul style="list-style-type: none"> Communicate in Print to be used to provide resources for pupils throughout the academy. All signage throughout the academy to be reinforced using visual cues and Communicate in Print. In EYFS, labels will include pictures of the objects to promote independence. 			
Ensure teaching and learning methods and environment support children with hearing impairment	<ul style="list-style-type: none"> Close working with Hearing Impaired team and direct training with staff working directly with HI pupils. Clear classroom strategies in place for all these pupils, utilizing advice from HI team. Application for access arrangements for statutory testing. Additional Speech and Language involvement provided if required. 	As required in response to student need	SENCO All staff	All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.
Ensure teaching and learning methods and environment support children with visual impairment	<ul style="list-style-type: none"> Close working with Visual Impaired team and direct training with staff working directly with VI pupils. Physical environment reviewed daily to take account of any hazards and to ensure that the child is positioned without trip hazards Clear strategies in place in classroom to support e.g. magnifiers, seating, enlarged text et. Application for access arrangements for statutory testing. Use of Braille resources if required. 	As required in response to student need	SENCO All staff	All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	<ul style="list-style-type: none"> PEEPs to be written for all pupils. Physical environment reviewed daily to take account of any hazards and to ensure that the child is positioned without hazards which prevent easy movement Support for PE – guidance from SENCO / SEN Teacher as to how best to meet their needs in PE lessons. Walking rule in academy Early exit from classes planned for any pupils who require it. Direct and earlier access to canteen hatch at lunch time Regular visits from Physio facilitated. Advice from physio implemented and clear programme of intervention in place. 	TA support as required	SENCO All staff	Children are able to access all activities. All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	<ul style="list-style-type: none"> Quality First Teaching ensures that provision is right for these pupils and that learning is scaffolded appropriately to enable them to achieve our high expectations. Support from Alternative Learning Provision team or Team Around School and Setting where required. Small group learning about SEMH needs e.g. nurture / ALP etc. Empowerment Approach throughout the academy supports pupils to develop self-efficacy and to feel safe and secure in their environment 	TA as required	Principal Behaviour and Thrive Assistant SENCO All staff	All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.

	<ul style="list-style-type: none"> Principles of nurture provision adhered to throughout the academy Development of relationships placed at the centre of our practice Clear whole-school behaviour policy based on understanding pupils' unmet needs and enabling to self-advocate to get their needs met in a positive manner Risk assessments implemented as required Clear transition meetings upon admission, where expectations are set out and targets set. Safe space and time out Social stories prepare pupils for change Involvement and advice from wider professionals where required – strategies implemented in class 			
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	<ul style="list-style-type: none"> Health care plans written for all pupils with medical conditions. These detail the unique health care the pupil requires as well as the location of medication etc. and are stored in Medical Tracker – regularly reviewed with parents. Health care plans shared with all staff so that they have awareness of medical conditions when planning DT, PE, Science activities etc. Risk assessment to be written if required. Amendments made to timetabling where required Adjustments made to the curriculum where required 	Awareness for the subject specific lessons and PE	SENCO First Aiders All staff	Children are able to access the activities. All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.
Ensure all pupils can access extra-curricular opportunities.	<ul style="list-style-type: none"> Pre-preparation meetings with parents and carers to make all necessary additional arrangements such as transport etc. Social stories to prepare pupils Pupils openly encouraged to join clubs. Risk assessments written where required. 	As required in response to student need	Class teachers	All pupils access fully the curriculum provided.
To improve reading, writing and maths levels of pupils achieving below age-related expectations	<ul style="list-style-type: none"> Close tracking of pupil data completed termly. Pupils identified who require additional support through PPM and fortnightly Inclusion Team meetings. Appropriate interventions provided and tracked through APDR forms and Pupil Snapshots. EHCP applied for where required. 	Weekly	SENCO Class teachers	Enhanced pupil progress shown. Interventions data shows clear progress against small-step targets as well as age-related expectation data.
Ensure all students can access public examinations and statutory assessments	<ul style="list-style-type: none"> Access arrangements in place for all pupils who require and are eligible for support, including, readers, separate rooming etc. 	For all exam/ assessment series	Principal SENCO	All students can fully access all exams and statutory assessments