

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 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 access to the physical environment

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 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 a full induction. • Check exterior lighting on a regular basis. 	Ongoing checks – 3 monthly basis	Premises Manager	<p>Everyone feels safe and can gain access safely into the academy grounds.</p> <p>All visitors feel welcome.</p>
Ensure all people with a disability or impairment 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 	Ongoing	<p>Premises Manager</p> <p>Academy Business Manager</p>	All pupils and staff working in school are safe and able to access evacuation routes appropriately.

	<p>visitors who may be in the building.</p> <ul style="list-style-type: none"> • 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. • Visitors asked if they require any support in the event of an evacuation as part of the signing in process. Staff to respond to any declared need for support in the event of a fire. 			All visitors are safe and able to access evacuation routes appropriately.
<p>Ensure that the academy passes its Fire Safety Audit including training for staff being up to date, equipment checks are regular and defect equipment is replaced</p>	<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. 	<p>Ongoing but reviewed formally on an annual basis.</p>	<p>SENCO Facilities Manager</p>	<p>All personnel and students have safe independent exits from the academy.</p>

Improving access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Through making 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. • Regular SEN team discussions take place to identify unmet needs and improve provision where required – this includes support for staff. 	As required in response to student need	All staff SENCo	<p>All pupils fully access the curriculum.</p> <p>Additional resources / aids / scaffolds are provided for key pupils to enable them to access the learning.</p> <p>Staff feel confident in making adaptations to their planning and the curriculum in order for pupils to access the full curriculum.</p>
Ensure teaching and learning methods and the learning environment support children with speech and language difficulties	<ul style="list-style-type: none"> • Early assessment identifies needs of any pupil. • Use of our bought-in Speech and Language Therapist (SaLT) to support with the assessment and planning of support process, along with supporting staff with developing their expertise. • 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. Talk Boost. • Application for access arrangements for statutory testing. • Widget visuals to be used to provide resources for pupils throughout the academy. Signage throughout the academy to be reinforced using visual cues, and in EYFS classroom, labels will include pictures of the objects to promote independence. 	As required in response to student need	SaLT SENCO All staff	<p>All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.</p> <p>Pupils can access learning at an appropriate level as evidenced by pupil outcomes, book monitoring and pupil voice.</p>

<p>Ensure teaching and learning methods and the learning environment support children with emotional and behavioural needs</p>	<ul style="list-style-type: none"> • Development of relationships placed at the centre of our practice. • 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. • Use of our bought-in Educational Psychologist (EP) to support with the assessment and planning of support process, along with supporting staff with developing their expertise. • Small group learning about SEMH needs e.g. Learning Mentor support. • Clear whole-school behaviour policy based on understanding pupils' unmet needs and enabling them 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 made available, as appropriate. • Social stories used to prepare pupils for change. • Involvement and advice from wider professionals where required – strategies subsequently implemented in class. 	<p>Ongoing in response to emerging needs and as required.</p>	<p>Principal SENCO Learning Mentor All staff</p>	<p>All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.</p> <p>Pupils can access learning at an appropriate level as evidenced by pupil outcomes, book monitoring and pupil voice.</p>
<p>Ensure teaching and learning methods and the learning environment support children with hearing impairment</p>	<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. 	<p>As required in response to student need</p>	<p>SENCO and staff directly involved in supporting a pupil with HI.</p>	<p>All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.</p> <p>Pupils can access learning at an appropriate level as evidenced by pupil outcomes, book monitoring and pupil voice.</p>
<p>Ensure teaching and learning methods and the learning environment support children with visual</p>	<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. Modifications to the environment 	<p>As required in response to student need</p>	<p>SENCO and staff directly involved in supporting a pupil with VI.</p>	<p>All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.</p>

impairment	<p>made as necessary.</p> <ul style="list-style-type: none"> • Clear strategies in place in classroom to support e.g. magnifiers, seating, enlarged text etc. • Application for access arrangements for statutory testing. • Use of Braille resources if required. 		Premises Manager	Pupils can access learning at an appropriate level as evidenced by pupil outcomes, book monitoring and pupil voice.
Ensure teaching and learning methods and the learning 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, • ‘Wonderful Walking’ routine established in the academy to support safe movement from all children. • Early exit from classes planned for any pupils who require it. • Consider arrangements for lunchtimes. • Intimate Care Plans completed with parental input should support with toileting be required. • Regular visits from Physio facilitated. Advice from physio implemented and clear programme of intervention in place. 	As required in response to student need	SENCO All staff	<p>All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.</p> <p>Pupils can access learning at an appropriate level as evidenced by pupil outcomes, book monitoring and pupil voice.</p>
Ensure teaching and learning methods and the learning 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. • Staff awareness of systems for medicines so that they know where to find inhalers, Epipens etc • Risk assessment to be written if required. • Amendments made to timetabling where required. • Adjustments made to the curriculum where required. 	<p>As required in response to student need</p> <p>Awareness for the subject specific lessons and break and lunch time</p>	SENCO Medical Officer First Aiders All staff	Children are able to access the activities. All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.

<p>Ensure all pupils can access extra-curricular opportunities.</p>	<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 / represent the school. Risk assessments written where required. 	<p>As required in response to student need</p>	<p>SENCO Class teachers Clubs coordinator</p>	<p>All pupils can fully access the curriculum provided and any extra-curricular activities.</p>
<p>Ensure all students can access public examinations and statutory assessments</p>	<ul style="list-style-type: none"> • Access arrangements in place for all pupils who require and are eligible for support, including, readers, separate rooming, additional time, adapted visual resources etc. • Provide opportunities for children to practise these arrangements in advance of formal assessments so that they are prepared and as comfortable as possible. 	<p>For all assessments as appropriate</p>	<p>Principal SENCO Class teachers</p>	<p>All students can fully access all exams and statutory assessments</p>

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 is undertaken by UoBAT team to ensure compliance. Any changes are made promptly. 	Annual Check and ongoing review	Principal	Website is compliant and all statutory information is available to parents and visitors.
To improve awareness of alternative formats for sharing information	<ul style="list-style-type: none"> Develop the use of Makaton throughout the academy. Continue to develop the use of Widget as a visual support to instructions throughout the academy. Training provided to all staff in the above forms of communication. Use a variety of formats for communication, including text, email, post or phone calls, for example. Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs. Ensure communication takes place with both sets of parents and carers in the event where 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. Referral to EMTAS service should the need arise for support. Staff to receive support from the Inclusion Leader to provide appropriate resources to support in the classroom e.g. different coloured paper, Widget visuals. Inclusion Leader to monitor the access to information for pupils in the SEN register 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. They feel confident to express their individual needs so that we can communicate with them in the most effective manner.

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 pupils / parents / carers to provide their views on reviews • Information to be provided to parents in advance of meetings where beneficial 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. 	Ongoing	SENCO All staff	Parents/carers have choices about how they are communicated with and 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. • Regular SEN team discussions to identify unmet needs and improve provision where required – this includes support for staff. • Introducing and developing updated Individual Support Plan format to improve the quality of information that all staff have in relation to supporting pupils with SEND and to develop the amount of pupil and parental voice gathered in relation to individual targets and progress. 	Ongoing and when required ISP meetings scheduled in terms 1, 3 and 5.	SENCO All staff	Staff will have a sound understanding of how best to support these pupils.

Monitoring and evaluation

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

Policy status and review

Written by:	The Blackthorns Senior Leadership Team
Owner:	Marcus Still
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