



Name of academy:	The Burgess Hill Academy	Three year period covered by plan:	2024-2027
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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	Strategies	Timescale	Responsibility	Outcomes
<p>Access: To be aware of the access needs of all students/children, staff, governors and parents/carers.</p> <p>Ensure all staff & governors 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 induction 	<p>Annually or as required</p> <p>September (annually)</p> <p>As required</p>	<p>SENCO/PASTORAL LEADS</p> <p>SENCO/PASTORAL LEADS</p> <p>ACADEMY ADMIN TEAM</p> <p>ALL STAFF</p>	<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p>
<p>Ensure everyone has access</p>	<p>Ensure that nothing is preventing access for all</p>	<p>Daily check to ensure the entrance area is clear of obstructions</p>	<p>SITE TEAM</p>	<p>All visitors feel welcome.</p>
<p>Maintain safe access for all</p>	<p>Check exterior lighting is working on a regular basis</p>	<p>Ongoing checks – 3 monthly</p>	<p>SITE TEAM</p>	<p>Everyone feels safe and can gain access safely into the academy grounds</p>
<p>Exits: Ensure all disabled or impaired people can be safely evacuated</p>	<p>Ensure there is a personal emergency evacuation plan (PEEP) for all disabled pupils.</p>	<p>As required</p>	<p>SENCO</p>	<p>All students and staff working with them are safe</p>
<p>Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment</p>	<p>Ensure staff are fully trained and aware of their duties.</p>	<p>Daily</p>	<p>ACADEMY BUSINESS MANAGER</p> <p>SITE TEAM</p>	<p>All personnel and students have safe independent exits from academy</p>

checks are regular and defect equipment is replaced.				
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	ACADEMY BUSINESS MANAGER SITE TEAM	That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors

2. Improving access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all.	Consider the needs of all students in the academy when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those children with general and specific learning difficulties Ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs	As required in response to student need	TEACHING STAFF SENCO SEN TEAM	All students access fully the curriculum provided. Structured conversations as appropriate with parents/carers.
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific	As required in response to student need	SENCO TEACHING STAFF LSAs	Progress confirmed by observations and formal assessment

	programme as required through liaison with Speech Therapy Service.			
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	As required in response to student need	SENCO TEACHING STAFF LSAs	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.	As required in response to student need	SENCO TEACHING STAFF LSAs	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in academy. Supervised access to lifts. Early exit from classes. Direct access to server at lunch time, Regular visits from Physio	TA support as required	TEACHING STAFF SITE TEAM SENCO LSAs	Children are able to access all activities
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations.	TA as required	TEACHING STAFF SENCO VICE PRINCIPAL – BEHAVIOUR LSAs	Progress confirmed by teacher assessment and achieving targets
Ensure teaching and learning methods and environment support	Accessibility of medication. Awareness of staff when	Awareness for the subject specific lessons and PE	MEDICAL TEAM TEACHING STAFF	Children are able to access the activities

children with diagnosed medical conditions e.g. asthma, allergies	planning DT, PE, Science 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.	As required in response to student need	TEACHING STAFF PASTORAL LEADS SENCO	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	Weekly	TEACHING STAFF SENCO SEN TEAM	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	SENCO INCLUSION CO-ORDINATOR/PARENT LIAISON EXAMINATIONS OFFICER	All students can fully access all exams and statutory assessments

3. Improving access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual website audit undertaken	Annual Check	WEBTEAM	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	Ongoing	ACADEMY ADMIN TEAM ALL STAFF	All parents/carers become aware of alternatives available and how these can be accessed

	<p>provide communication in large text, via telephone/meetings to meet needs.</p> <p>Check that correspondence sent home is accessible in relation to reading ability language etc.</p>	Ongoing		
Ensure information in all SEN reviews is accessible to all parties	Provide a choice of formats for student's parents/carers to provide views on reviews	Ongoing	<p>SENCO</p> <p>SEN TEAM</p>	Parents/carers have choices about how they are communicated with and how they provide their points of view.

4. Monitoring and evaluation

This accessibility plan will be reviewed at least every three years by the Local Governing Body to provide community feedback prior to approval.

5. Policy status and review

Written by:	Anna Lake (SENCO)
Owner:	Karen Clinton
Status:	Approved
Approval date:	Principal 20 th September 2024
Review date:	20 th September 2027