

<b>Name of academy:</b>	Pound Hill Infant Academy	<b>Three year period covered by plan:</b>	September 2018- September 2021
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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:

## Improving Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Access: To be aware of the access needs of all students/children, staff, 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>	<p>Gather data around access needs at the point when a child begins at the academy</p> <p>Create access plans for individuals as required</p> <p>Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy.</p> <p>Include the accessibility plan as part of induction</p>	<p>Annually or as required</p> <p>September (annually)</p> <p>As required</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>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>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 staff and pupils.</p>	<p>As required</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 checks are regular and defect equipment is replaced.</p>	<p>Ensure staff are fully trained and aware of their duties.</p>	<p>Daily</p>		<p>All personnel and students have safe independent exits from academy</p>
<p>Ensure that the building remains fully accessible and compliant in line with the Equality Act</p>	<p>Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g. ramps, visual alarms etc</p>	<p>As works are undertaken</p>		<p>That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors</p>

## Improve access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual website audit undertaken	Annual Check		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 etc.	Ongoing  Ongoing		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 student's parents/carers to provide views on reviews	Ongoing		Parents/carers have choices about how they are communicated with and how they provide their points of view.

## Improve 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	All staff	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 programme as required through liaison with Speech Therapy Service.	As required in response to student need		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	As required in response to student need		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		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. Early exit from classes. Direct access to server at lunch time, Regular visits from Physio	TA support as required		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		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. Awareness of staff when planning DT, PE, Science activities	Awareness for the subject specific lessons and PE		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.	As required in response to student need		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		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 students can fully access all exams and statutory assessments
To ensure all school trips are accessible to all of our children	<p>To ensure that all schools trips are accessible to our children (and staff) with disabilities. Disability provision is identified on the risk assessment visit.</p> <p>Risk Assessments to show individual adaptations for children with disabilities. These should be agreed with the SENDCO before visit.</p> <p>Individual risk assessments to be written for any child or staff member with significant needs.</p>	As required	All staff	Every risk assessment shows the provision made and children will be able to access the learning opportunity.
To improve pupils' knowledge about disability	<p>Consider how circle time and PSHE is effectively developing awareness about disability issues</p> <p>PSHE lead/ SENDCO to monitor and revise PSHE programs and add supplement to raise disability awareness and strategies to support pupils understanding.</p>		All staff SENDCO	<p>Curriculum is broad and ensures all learners access to the best of their ability.</p> <p>Improved pupil knowledge of disability issues.</p>

	<p>Review curriculum overviews for each year group on an annual basis.</p> <p>Include awareness and celebration of differences and those with disabilities during Tuesday's inclusion and safeguarding assembly</p> <p>School to participate in the Autism Aware Award</p>			
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#### 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:	The Principal
Owner:	The Principal
Status:	Final
Approval date:	15 <sup>th</sup> May 2019
Review date:	July 2021