



ACCESSIBILITY PLAN



Name of Academy:	Dudley Infant Academy	Three year period covered by plan:	May 2024- May 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, 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/pupils to take better advantage of education, benefits, facilities and services provided;
- Increasing the extent to which disabled pupils/pupils can participate in the curriculum;
- Improving the availability of accessible information to disabled pupils/pupils 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 pupils, 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 pupils, staff, local board members and parents/carers. Ensure all staff, local board members and other volunteers / visitors to the academy are aware of access issues</p>	<p>Key staff members to gather data around access needs at the point when a pupil begins at the academy</p> <p>Access plans to be created for individuals as required, including Personal Emergency Evacuation Plans (PEEPs). PEEPs to be reviewed whenever changes to the building (or with the pupil) occur.</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>As required</p> <p>September</p> <p>As required</p>	<p>Administration staff Inclusion Lead Principal</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 Maintain and regularly monitor and review safe access for all.</p>	<p>Ensure that nothing is preventing access for all</p> <p>Checks to be completed of both the internal and external environment on a regular basis to ensure that accessibility needs are met.</p> <p>Open lines of communication to be established with parents and carers to ensure that any issues are raised</p> <p>Check exterior lighting is working on a regular basis.</p> <p>In the event of any changes to the building, access to be reviewed</p>	<p>Daily check to ensure the entrance area is clear of obstructions</p> <p>Compliance check timescales adhered to</p> <p>Ongoing checks – 3 monthly</p>	<p>Caretaker Principal Business Manager</p>	<p>Everyone feels safe and can gain access safely into the academy grounds</p>

<p>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>Regularly review fire risk assessment and fire evacuation routes to ensure safe exit for any disabled visitors who may be in the building.</p>	<p>As required</p>	<p>Inclusion Leader Caretaker Principal Business Manager</p>	<p>All students and staff working in school are safe and able to access evacuation routes appropriately.</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>Equipment to be checked regularly</p> <p>Regular drills to include consideration for access.</p> <p>Fire Risk Assessment to be kept up-to date and under continuous review</p> <p>Any contractors or visitors to be given fire evacuation points as part of signing system</p>	<p>Ongoing</p> <p>Compliance check timescales adhered to</p>	<p>Caretaker Principal Business Manager</p>	<p>All personnel and pupils have safe independent exits from academy</p>
<p>Ensure that the building remains fully accessible and compliant in line with the Equality Act etc</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. Any changes to follow consultation with the Estates Manager at the Trust.</p> <p>Any contractors to be given full site induction to ensure their safety on site</p>	<p>As works are undertaken</p>	<p>Caretaker Principal Business Manager</p>	<p>That the building is fully accessible and easily travelled by all staff, pupils, parents/carers, visitors</p>

Improving Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Website audits undertaken by the Trust to ensure compliance. Any changes made promptly.	Annual Check	Clerk to the Board of Trustees Principal	Compliant Website
To improve awareness of alternative formats for sharing information	<p>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.</p> <p>Check that correspondence sent home is accessible in relation to reading ability, language etc. Provide support for parents and carers who are unable to read / do not speak English, so that they can work with school staff to understand information.</p> <p>Aids to be provided for pupils who require them to support with access to the curriculum / information.</p> <p>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.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>When required</p> <p>When required</p>	All teaching staff Inclusion Lead Intervention staff THRIVE Practitioner	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	<p>Inclusion Lead to have good working knowledge of parents and carers requirements, through regular meetings and conversations.</p> <p>Choice of formats to be provided for student's/parents/carers to provide their views on reviews</p>	Ongoing	All teaching staff Inclusion Lead Intervention staff THRIVE Practitioner	Parents/carers have choices about how they are communicated with and how they provide their points of view.

	Information to be provided to parents in advance of meetings to ensure they have sufficient time to read and understand.			
Ensure staff have a sound understanding of inclusion and various forms of SEND and how best to support these pupils	<p>Regular training for all staff</p> <p>Inclusion Leader to work 1:1 with staff (when they have key pupils) to upskill them.</p> <p>Pupil Profiles to detail pupil needs and to be reviewed by class teachers and other relevant staff, in conjunction with Inclusion Lead on a termly basis.</p> <p>SEND pupils to be discussed at timely meetings and any actions / support identified and fed back to class teachers.</p>	Ongoing and when required	All teaching staff Inclusion Lead Intervention staff THRIVE Practitioner	Staff will have a sound understanding of how best to support these pupils

Improving Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all.	<p>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.</p> <p>Ensure all staff have access to the inclusion data of students who they teach to ensure they can plan and deliver to meet their needs – staff to</p>	As required in response to pupil need	All teaching staff Inclusion Lead Intervention staff THRIVE Practitioner	<p>All pupils access fully the curriculum provided. Structured conversations as appropriate with parents/carers.</p> <p>Additional resources / aids / scaffolds are</p>

	<p>use Pupil profile documents to support this.</p> <p>Inclusion Lead to offer planning support for teachers to ensure they are well equipped to meet their pupils' needs.</p> <p>TAs & support staff to regularly work in-class with key pupils to ensure that their support and adjustments are reviewed regularly and suitable to meet their needs.</p> <p>Teachers to regularly meet with TAs & support staff to review the provision in place for key pupils</p>			<p>provided for key pupils to enable them to access the learning.</p>
<p>Ensure teaching and learning methods and environment support pupils with speech impairment.</p>	<p>Promotion of an ethos of inclusion, acceptance and understanding, both through vision, values and PSHE curriculum.</p> <p>Demonstration of patience and support.</p> <p>Specific programmes of support as required through Speech and Language Therapy service.</p> <p>CPD for all teachers and staff on strategies to meet the needs of these pupils in the classrooms.</p> <p>Clear programmes of intervention in place to best support these pupils e.g. narrative therapy / pre-teaching vocabulary</p> <p>Application for access arrangements for statutory testing.</p>	<p>As required in response to pupil need</p>	<p>All teaching staff Inclusion Lead Intervention staff THRIVE Practitioner</p>	<p>All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.</p>

	Communicate in Print to be used to provide resources for pupils throughout the academy.			
Ensure teaching and learning methods and environment support pupils with hearing impairment	<p>Pupil profile documents to identify child-appropriate unique strategies when required.</p> <p>Quiet classrooms</p> <p>Child facing the teacher</p> <p>Clear enunciation</p> <p>Use of hearing loops</p> <p>TA support as required</p> <p>Staff training to enable staff to best support these pupils</p> <p>Application for access arrangements for statutory testing.</p> <p>Involvement of Hearing Impairment Service</p>	As required in response to pupil need	All teaching staff Inclusion Lead Intervention staff THRIVE Practitioner	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	<p>Pupil profile documents to identify child-appropriate unique strategies when required</p> <p>Child faces board</p> <p>Glasses worn</p> <p>Modified print</p> <p>Application for access arrangements for statutory testing.</p>	As required in response to student need	All teaching staff Inclusion Lead Intervention staff THRIVE Practitioner	All pupils will make good progress, as confirmed by observations, formal assessment, monitoring

	<p>Use of Braille resources if required.</p> <p>Involvement of Visual Impairment Service</p>			
<p>Ensure teaching and learning methods and environment support pupils with impaired mobility including wheelchair users.</p>	<p>Pupil profile documents to identify child-appropriate unique strategies when required. PEEPs to be written for all pupils.</p> <p>Support for PE – guidance from the Inclusion Lead as to how best to meet their needs in PE lessons.</p> <p>Classroom environment and corridors have unobstructed pathways and clear of hazards.</p> <p>Doorways wide enough for wheelchair use, ramps provided as required.</p> <p>Walking rule in academy</p> <p>Early exit from classes planned for any pupils who require it.</p> <p>Direct and earlier access to canteen hatch at lunch time</p> <p>Regular visits from Physio facilitated</p>	<p>Support as required</p>	<p>All teaching staff Inclusion Lead Intervention staff THRIVE Practitioner</p>	<p>Children are able to access all activities.</p> <p>All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.</p>
<p>Ensure teaching and learning methods and environment support pupils with emotional and behavioural difficulties</p>	<p>Clear whole-school behaviour policy</p> <p>Pupil profile documents to identify child-appropriate unique strategies when required.</p> <p>Risk assessments implemented as required</p>	<p>Support as required</p>	<p>All teaching staff Inclusion Lead Intervention staff THRIVE Practitioner</p>	<p>All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.</p>

	<p>Clear transition meetings upon admission, where expectations are set out and targets set.</p> <p>Layout of classroom considered</p> <p>Safe space and time out</p> <p>Clear consequence and reward chart if required.</p> <p>Clear interventions programmed to support e.g. nurture, social skills, Thrive etc.</p> <p>ESBAS involvement if required</p>			
<p>Ensure teaching and learning methods and environment support pupils with diagnosed medical conditions e.g. asthma, allergies</p>	<p>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.</p> <p>Health care plans shared with all staff so that they have awareness of medical conditions when planning DT, PE, Science activities etc.</p> <p>Storage of medication to be in line with Trust and Local Authority expectations</p> <p>Specific pupil risk assessment to be written if required.</p>	<p>As required</p>	<p>All teaching staff Administration staff Inclusion Lead Principal THRIVE Practitioner Intervention staff External Providers</p>	<p>Pupils are able to access the activities</p> <p>All pupils will make good progress, as confirmed by observations, formal assessment, monitoring</p>
<p>Necessary provision is in place to allow all pupils to access extracurricular opportunities</p>	<p>Pre-preparation meetings with parents and carers to make all necessary additional arrangements such as</p>	<p>As required in response to pupil need</p>	<p>Inclusion Lead Class teachers</p>	<p>All pupils access fully the extra curriculum</p>

	<p>transport, knowledge of the local area etc.</p> <p>Pupils openly encouraged to join clubs. Risk assessments written where required.</p>			activities provided
To improve literacy and numeracy levels of pupils achieving below age expectations	<p>Close tracking of pupil data completed termly.</p> <p>Pupils identified who require additional support through PPM and weekly Inclusion Team meetings.</p> <p>Appropriate interventions provided and tracked through Pupil Progress meetings</p>	Ongoing/weekly/termly pupil reviews	Principal/Senior Leaders Inclusion Lead Class teachers	<p>Enhanced pupil progress shown</p> <p>Interventions data shows clear progress against small-step targets as well as age-related expectation data.</p>
Ensure all pupils can access public examinations and statutory assessments.	Access arrangements in place for all pupils who require and are eligible for support, including, readers, separate rooms etc	For all assessments as required	Principal/Senior Leaders Inclusion Lead Class teachers	All pupils can fully access all exams and statutory assessments
To ensure all school trips are accessible to all of our pupils.	<p>To ensure that all schools trips are accessible to our pupils (and staff) with disabilities. Disability provision is identified on the risk assessment visit.</p> <p>Risk Assessments to show individual adaptations for pupils with disabilities. These should be agreed with the Inclusion Lead/SENDSCO before visit.</p> <p>Individual risk assessments to be written for any pupil or staff member with significant needs</p>	As required	Principal/Senior Leaders Inclusion Lead Class teachers	Every risk assessment shows the provision made and pupils will be able to access the learning opportunity
To improve pupils' knowledge about disability	Consider how assemblies, circle time and PSHE lessons is effectively developing awareness about disability issues	Ongoing	All staff Inclusion Lead Senior Leaders	Curriculum is broad and ensures all learners access to the best of their ability. Improved

	<p>PSHE lead/ SENDCO to monitor and revise PSHE programs and add supplement to raise disability awareness and strategies to support pupils understanding.</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 assemblies</p>			<p>pupil knowledge of disability issues.</p>
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Monitoring and evaluation:

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

Policy status and review:

Written by:	The Academy Principal & The Academy Inclusion Lead
Owner:	The Principal
Status:	Approved
Approval date:	May 2024
Review date:	May 2027