



**THE  
ST LEONARDS  
ACADEMY**

# Accessibility Plan

**Approved by:**

**Date:**

**Last reviewed on:**

**Next review due by:** July 2021

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The key aim of the University of Brighton Academies Trust and each of its academies is to help all students – including those with SEN and disabilities - to achieve their very best and become successful, well-rounded individuals.

We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2010. Our Academy regularly assesses all of our students so that we can see who has special educational needs as early as possible.

The plan will be made available online on the school website, and paper copies are available upon request.

- Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- The school supports any available partnerships to develop and implement the plan. The key aim of the University of Brighton Academies Trust and each of its academies is to help all students – including those with SEN and disabilities - to achieve their very best and become successful, well-rounded individuals.
- We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2010.
- We work closely with the Local Authority and other providers to agree the range of local services available to our young people. Some services may be commissioned directly. We currently work directly with the Speech and language service, Educational psychologist, ESBAS, CAMHS and CLASS.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	To offer a relevant and challenging curriculum.	To keep up to date with new qualifications offered by examination boards.	ASM, JMI	Yearly review	Students have access to a challenging curriculum and make good progress including those with disabilities.

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	To ensure that all access points and adaptations are kept clear and are maintained appropriately.	To ensure there is a maintenance schedule and checks are performed at regular intervals and recorded	KS,	Every 6 months	The physical environment is fully accessible to all students including those with disabilities
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Radio transmitters</li> <li>• Pictorial or symbolic representations</li> <li>• Subtitles</li> </ul>	To ensure that communication methods are presented well and/or are up to date	Signage, equipment, boards and classrooms to be regularly checked	ASM	Every other term	The delivery of information is clear and in a variety of formats across the academy

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal and University of Brighton Academies Trust Executive team.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	A four storey building with access to all floors by lift. We have EVAC chair stations on the third and fourth floor	Ensure all support staff are trained in using EVAC chairs and are aware of which lift accesses which storey.	ASM, CDE	July 2019
Corridor access	Corridors are wide and accessible with fire doors in the middle of main corridor lengths	To ensure that staff are aware that doors should be kept open on magnetic stops to ensure disabled children have easy access to all areas	KS	July 2019
Lifts	There are 2 lift shafts that between them access all floors	Signage needs to be added explaining which floors lifts go too.	KS	July 2019
Parking bays	There are several disabled parking bays at the front of the school with dropped kerb access to the front of the building	To ensure parking bays are accessible and well-marked.	KS	July 2019
Entrances	Both entrances into reception are equipped with large activation buttons. Side entrances are activated by staff and not used by disabled children	To ensure the activation buttons are in working order and are regularly checked	Site team	Yearly July 2019
Ramps	There is one large, extended ramp at the back of the building that allows disabled children to access the field and hard courts – one of which is the muster point for fire evacuation.	No actions needs	Site team	ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Toilets	Toilets are found on all levels and are not gender specific, in addition there are four disabled toilets on each floor and 4 in the ASD/PD facility with a hoist system and personal care station	<p>To ensure disabled children are given generic keys to enable access to toilets on all levels.</p> <p>To ensure staff are available for personal care at all times</p> <p>To keep hoists well maintained and in working order</p>	KS	Ongoing
Internal signage	<p>All signage is in visual form - arrows</p> <p>Colour coded</p> <p>All fire exits are clearly marked</p> <p>Red light system</p>	<p>To monitor the condition and visibility of signs</p> <p>To replace blubs as and when required</p>	KS	On going
Emergency escape routes	<p>We have evacuation points clearly marked and fire action notices in all rooms.</p> <p>There are Evac chairs and disabled evacuation communication points on the top two floors</p>	<p>To ensure all support staff have EVAC chair training</p> <p>To ensure regular fire evacuation practices</p>	<p>ASM</p> <p>CDE</p>	yearly