



Accessibility Policy and Plan

Review Date	Reviewed by	Approved by	Date approved	Implementation
September 2022	C Harris	Local Academy Council	October 2022	October 2022
September 2025				



Revision History

Issue Number	Revisions Made	Date
3	Dates updated	Sept 2020
4	Objectives reviewed	Sept 2022

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. This plan will be shared by request and can be accessed via the main the Academy office in paper or electronic form.

Browney Academy is part of the North East Learning Trust and are aware of the general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The Accessibility Plan has been drawn up in consultation with stake holders and covers the period from September 2020 – September 2023.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the Academy and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If the Academy fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the Academy such as participation in after-the Academy clubs, leisure and cultural activities or the Academy visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the Academy and the Academy events. The information should be made available in various preferred formats within a reasonable time frame.
- Work with appropriate organisations to ensure accessibility is appropriate for all pupils, staff and visitors.

Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality Duty and Objectives
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- The Academy Development Plan
- Asset Management Plan
- The Academy Brochure and Vision Statement
- Teaching and Learning File
- Complaints procedure (the Academy website)

The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Trust. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan.

Accessibility Plan September 2022 – September 2025

As detailed in the accessibility plan introduction, the fundamental principles of Equality within the Academy have been applied during the implementation of this policy.

EQUALITY			
Targets	Strategies	Timescale	Desired Outcome
Accessibility Plan and Equality statement to become an agenda item at the Summer Term meeting of the Local Academy Council.	Head Teacher to ensure that this is added to the Local Academy Council agenda and Children's School Council once a year.	Annually	Current legislation will be adhered to.
Training to raise awareness of equality disability issues,	Discuss perception of issues with staff/governors to determine the current status of the Academy. Provide training for governors, staff, pupils and parents.	Staff meeting INSET	Whole the Academy community will be aware of issues relating to access

SEND Policy to be revised and updated to reflect new Code of Practice (2014).	Policy to be rewritten by the SENCO in consultation with staff and governors.	Staff meeting INSET Governor training – Educare SEND Code of Practice.	Staff and governors are aware of new legislation.
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Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the Academy to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about academy events. The information should take account of pupils' disabilities and pupils and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we gain need to establish the current level of need and be able to respond to changes in the range of need. The Academy will need to identify agencies and source of such support and materials to make the provision available when it is required. The Academy ICT infrastructure will enable us to access a range of material supportive to need.

Written information			
Targets	Strategies	Timescale	Desired Outcome
Make available Academy brochures, newsletters and other information and in materials, for parents/carers in alternative formats (when needed).	Review all current the Academy publications and promote the availability in different formats for those that require it. The Academy will make itself aware of the services available for converting written information into alternative formats	Ongoing	The Academy will be able to provide written information in different formats when required for individual formats
Written material will be made available in alternative languages (when needed).	The Academy will seek to translate key information when it is required.	As required	The Academy information will be available for all.

To continue improving communication for any hearing-impaired member of the Academy community.	Sign language interpreter to be arranged for any hearing-impaired member of the Academy community.	As required	Ensuring accessibility for all
Review documentation with a view of ensuring accessibility for pupils and parents/carers with visual impairment	Advice from HVSS on alternative formats and use of ICT software to produce customised materials.	As required	Delivery of Academy information to pupils and parents/carers with visual impairments.
Make available the Academy brochures and newsletter and other information/materials for parents and carers in alternative formats.	Reviews all current the Academy publications and promote the availability in different formats for those that require it. The Academy will make itself aware for the services available through the LA for converting written information into alternative formats.	When needed	

Improving access to the physical environment of the Academy

Brownery Academy is continuing to grow and develop. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The Academy's Improvement Planning process is the vehicle for considering such needs on an annual basis.

Physical Environment			
Targets	Strategies	Timescale	Desired Outcome
Accessible car park	Reserved bay when required	Complete	Sufficient disabled parking
Accessible toilets	To provide access to a unisex toilet for disabled pupils and staff		Disabled staff, children and visitors have access to toilet and washroom facilities.
Installation of a ramp to support pupil using walker	Installing ramp to improve accessibility.	Ongoing	Improve access.
Installation of changing table.	To support pupils with medical conditions	Ongoing	Support for pupils.
Ensure access to reception area to all	<p>Improve access to reception are including in a redesign</p> <p>Develop system to allow entry for wheelchair users</p>	Complete - Wheelchair are easily accessible through main door and access to reception desk	Disabled parents, carers and visitors feel more welcome.

Improve signage and external access for visually impaired staff, pupils and visitors.	New signs/bright tape to make doors/access areas more accessible.	Complete	Visually impaired people feel safe around the Academy.
Ensure all disabled pupils can be evacuated safely.	Put in place Personal Emergency Evacuation Plans (PAP) for staff and pupils with difficulties.	Complete - shared with staff	All disabled staff and pupils working alongside are safe in the event of a fire.
Ensure accessibility of access to IT equipment	Alternative equipment in place to access all hardware including hall.	Ongoing and as required	Hardware and software to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impairment team on the appropriate equipment.	When needed	All children have access to the equipment
Improve access for VI pupil in playground and around the Academy	Provide braille cards to complement colour highlights currently in use in the playground and the Academy	Complete	All children have access to the equipment



Ensure that all areas of the Academy building are accessible for all children and adults and to continue to improve the access of the physical environment for all	H.T., SENCO Health and Safety officer to audit accessibility of the Academy buildings and grounds report findings to Governors. SENCO to liaise with outside agencies e.g. Occupation Therapy to ensure individual pupil access needs are being met	Short term Accessibility audit to be carried out in summer term by SENCO Medium Term Actions as a result of the audit to be planned by the end of summer term Long Term	
To ensure any recently built and future new build projects are physically accessible to all	H&S Officer appointed will ensure compliance with building regulations accessibility	As required	Inspected during accessibility audit. Reviewed as new projects are planned.
To support pupils with VI with the Woodland Village playground	One to one training with key support worker. Buddy system to support children with a VI.	Complete	Children feel safe and supported when using new playground facilities. Access for all children to new facilities.

Improving access to the Academy curriculum

At Browney Academy we will continue to review and adapt the Academy curriculum as necessary depending on the individual needs of our pupils. The Senior Leadership teamwork alongside the SENCO, staff and parents to ensure all children are encouraged to reach their full potential, in all areas of the Academy.

Curriculum			
Targets	Strategies	Timescale	Desired Outcome
All out of the Academy activities are planned to ensure the participation of the whole range of pupils	Review out of the Academy provision to ensure compliance with legislation	As required	Increase in access to all the Academy activities for all disabled pupils.
Ensure staff are aware of disabled children curriculum access	Set up a system of individual access plans for disabled pupils when required. EHCP and SEN Support plans. Information sharing with all agencies involved with the child, review meetings etc.	As required	All staff are aware of individual needs
Use ICT to support learning	Make sure software installed where needed	As required	Wider use of SEN resources in classrooms

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All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for	As required	All pupils in the Academy able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all	Gather information and accessible PE and disability sports	As required	All children have access to PE and be able to excel
Continue training for teachers and support staff on different aspects of SEN including differentiation when required	SENCO to review the needs of children with specific issues, provide all relevant training according to staff needs. INSET will be planned by SLT each term in response to needs.	Ongoing	All staff trained and confident with issues linked with accessibility and Inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process and the needs and
Classrooms are optimally organised and appropriate additional equipment is provided to promote the participation and independence of all pupil and adults alike. When applicable.	Review and implement a preferred layout of furniture and specialist equipment to support the leaning process in individual classes according to the need	Ongoing	Lessons will start on time without the need to adjust accommodate the needs of individual pupils.

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Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required.	SENCO and assessment coordinator will ensure appropriate testing and reports are provided to apply for access arrangements.	Ongoing	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.
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