



Bexhill
Academy

Accessibility Plan

Approved by Trust Board:
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Reviewed by: T Hillman

Date	Changes	Page number
Nov 24		Whole new document

Accessibility plan

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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. Bexhill Academy is an inclusive mainstream school. We have high expectations of all students and the progress that they can make. We endeavour to provide a school environment and appropriate support that allows all students to have access to a full education that builds their confidence, encourages their creativity and develops their potential as leaders, whilst inspiring a love of learning. This plan seeks to ensure that students with impairments of any kind have equality of access to our offer and are completely included.

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

Bexhill Academy 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.

Bexhill Academy'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.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Responsibility	Date to complete actions by	Success criteria & long term actions
1. Increase access to the curriculum for pupils with a disability	<p>Bexhill Academy offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Strategies are shared with teaching staff that are specific to the needs of students with impairments. The Inclusion Department and all school leaders support the inclusion of students with impairments into the extended curriculum including trips and visits. IHCP's are created for all students with disabilities, reviewed annually and shared with staff. Bexhill Academy Graduated Response is in place for students with</p>	<p>Students with SEND are consistently and effectively supported in all lessons, in line with their student profiles</p>	<p>Zoe Ward to: Lead CPD for all Teaching Staff on Universal Provision</p> <p>Mike Walton to: Lead CPD for all staff on EduKey including staff inductions</p> <p>Organise timetable for Student Profile Updates</p> <p>Organise Student Voice to ascertain student experience</p> <p>Craig Neal to Schedule timetabled Learning Walks – sharing misconceptions</p> <p>Mike Walton to: Ensure all required SSP's are in place for SEND students</p> <p>Programme in place to regularly review and update SSP's, working alongside intervention leads</p>	<p>SENCO, SLT – Assistant Principal : CPD , Head Teacher and SLT, All Heads of Department</p>	<p>March 2025</p> <p>Ongoing</p> <p>September 2024</p> <p>Oct 24, March 25, June 25</p> <p>Sept 24</p> <p>Sept 24</p>	<ul style="list-style-type: none"> • Student voice to demonstrate student confidence that Student Profile is being used correctly in the classroom • Observations show evidence of strategies in place linked to Student Profiles • Department Line management meeting notes include discussions on the curriculum and QFT • Student voice on curriculum

	<p>a physical need or disability.</p>	<p>To ensure the information about what works well for these pupils is precise enough to match their needs.</p>	<p>To ensure staff have access to SSP's through EduLink/Edukey</p> <p>Wendy Minns to:</p> <p>Ensure Blue Sky programme is set up to include observation of the teaching of SEND students</p> <p>Zoe Ward to:</p> <p>To provide analysis based on observation to inform individual, department and whole staff CPD</p>		<p>Sept 24</p> <p>Ongoing</p>	<p>content, access to the curriculum (what is going well and not) shows positive impact</p> <ul style="list-style-type: none"> • Book looks - assessing how students are accessing the curriculum. Evidence of scaffolding and good questioning • Student voice to demonstrate student confidence that Student Profile is being used correctly in the classroom
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						<ul style="list-style-type: none">• Observations show evidence of strategies in place linked to Student Profiles• Staff CPD is linked to outcomes of lesson observations and book looks
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<p>2. Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Access parking bays • Access toilets and changing facilities • Library shelves at wheelchair-accessible height • Technology rooms have adjustable work benches for students with physical disabilities • Access for school transport maintained • A locked medical room and carefully maintained Individual Health Care Plans ensure physical access for students with medical needs. • Facilities team have EVAC chair training, and we are responsible for 	<p>Continue to review and update the school building to allow continuing access through maintenance of our school site.</p> <ul style="list-style-type: none"> • Short term – audit current provision and implement immediate actions • Medium term – include needs of students with disabilities in all planning of ongoing works, including ensuring pillars are not solid colours, staircase colour differentials etc. • Long term – evaluate ongoing needs of students with SEND in all plans for buildings 	<p>Maintain lifts, ramps and stairways.</p> <p>Continue to update the school building through a plan of works.</p> <p>Maintain lift access</p> <p>Update evac chair training for fire wardens</p>	<p>Business Director and Facilities Manager</p>	<p>Ongoing</p> <p>Annually</p>	<p>Progress outcomes for pupils with SEND are in line with progress of students with no SEND. Students with SEND are included in all curriculum areas, trips and visits and the extended curriculum.</p> <p>Long term actions and systems for evaluation:</p> <ul style="list-style-type: none"> • Evaluate the success of each short-term action.
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	<p>the students and staff in the fire refuge areas.</p> <ul style="list-style-type: none">• Emergency evacuation plans in place for students with SEND as required• Language Annexe - classes including a student who cannot use stairs are timetabled in LA1 or 2 downstairs. Classes are switched if students have temporary mobility issues (e.g. risk assessment plans after a medical condition)					
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	<p>The needs of students with SEND are considered in all planning of trips, events, and in critical incident strategy planning</p> <ul style="list-style-type: none"> • Training for staff e.g. using Roger 	<p>Ensure that all students with disabilities are safe in the event of a serious incident on the school site.</p> <ul style="list-style-type: none"> • Short term - Review evacuation and in evacuation procedures for pupils with impairments and SEN. • Medium term – review expertise in the fire ward team and ensure shared strategy for evacuation • Long term – Continually evaluate plans for pupils and staff and equipment that is fit for purpose. 	<p>Maintain evacuation chairs at strategic points in the building Ensure appropriate planning for evacuation through PEEPs</p> <p>Continue to train staff in the use of evac chairs</p> <p>Continue to liaise with LA Health & Safety Officer to ascertain procedure for responding to pupils with specific disabilities, especially during evacuation of the building. Include pupils with disabilities in evacuation drills and in and ensure their needs are considered in ongoing planning. Ensure SEND/Medical Team complete appropriate risk assessments for pupils with temporary or short term physical impairments</p>	<p>SLT Lead- Business Director, Premises Manager, SENCo, DSL</p>	<p>Annual review</p> <p>Annual review</p>	<ul style="list-style-type: none"> • Include access to the extended curriculum for pupils with SEND in all SIP planning. • Monitor SiP processes and ensure students with SEND are included.
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		<p>Ensure Bexhill Academy continues to offer high quality access through specialist technology and equipment</p> <ul style="list-style-type: none"> • Short term – invest instaff training for specialist equipment • Medium term – include pupils with impairments in planning for changes to resourcing and IT • Long term – plan for investment in equipment that enhances access for students with impairments 	<p>Continue to train Inclusion Team in use of specialist equipment in multi- sensory room for targeted pupils</p> <p>Continue to liaise with the IT team to provide bespoke technology for students with impairments where necessary.</p> <p>When long term planning is undertaken for IT updates consider the needs of students with impairments in resourcing.</p>	<p>SENCO, IT team, SLT, Head Teacher</p>	<p>Ongoing</p> <p>Review December 2024 then ongoing</p> <p>Ongoing – beginning Autumn 2024</p>	
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		<p>Continue to ensure access requirements are met through staff training</p> <ul style="list-style-type: none"> • Short term – Invest in staff training for the specific needs of students for PE HOD • Medium term – work with Middle Leaders to provide training ensuring access to curriculum. • Long term – Evaluate effectiveness of training and plan for future needs through student voice. 	<p>Organise training for PE HOD</p> <p>Training for Middle Leaders</p> <p>.</p>	<p>SENCO, PE HOD, Middle Leaders.</p>	<p>Ongoing/ Annually Review</p>	
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		<p>Continue to give equality of access to trips and visits and the extended curriculum for all pupils with disabilities and SEN</p> <ul style="list-style-type: none"> • Short term – include all students with SEN or disabilities appropriately in planned trips and visits. • Medium term – Audit the planning process for trips and visits and staff training to meet the 	<p>Write individual risk assessments for pupils with additional needs for trips and visits and maintain them</p> <p>Budget for staffing of trips and visits with specialist TAs where necessary</p> <p>Audit trip planning forms to include students with disabilities</p>	<p>SENCO, SLT trips and visits, teachers, Teaching Assistants, Heads of Dept.</p>	<p>Annually</p>	
		<p>needs of pupils with disabilities.</p> <ul style="list-style-type: none"> • Long term – Evaluate inclusion and plan for further improvements 				

<p>3. Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Social Stories • Access to translators for parents and a SFL administrator who completes additional home/school liaison work <p>Our pupil-centred annual review process means there is high quality liaison between pupils, parents and professionals.</p>	<p>Plan for known needs of each intake of pupils with disabilities and regularly assess and review need as impairments emerge, change or develop.</p> <ul style="list-style-type: none"> • Short term – Plan for needs of the cohort annually through the secondary transition process • Medium term – Share known information that will enhance pupil and parent experience and improve information systems to do this. • STTEPS is a carefully designed procedure that supports planning for students with a physical need or disability in the classroom – to be delivered to academy staff in 	<p>Parent and student voice</p> <p>Identify overlap between accessibility and EAL. Use both criteria in revising action-plan.</p> <p>Continue to identify pupil need regarding other disabilities and devise action-plans, where necessary, for each individual with strategies and any relevant staff training.</p> <p>Disseminate advice regarding use of technology & equipment (computers, interactive whiteboards, radio aids & specially adapted furniture and tools) for visually impaired as well as pupils with SEND</p>	<p>SLT Lead for Transition, SENCO, SEND administrator and SEND Intervention Leads/TAs</p>	<p>All ongoing annually</p>	<p>Progress outcomes for pupils with SEND are in line with progress of students with no SEND. Parents regularly engage with the school. Pupils and parents report, through pupil and parent voice, that they are included and have a clear understanding of the work of the school to include them.</p>
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		<p>Term 2 2024-2025</p> <ul style="list-style-type: none"> • Long term – Evaluate the effectiveness of information sharing through pupil and parent experience and plan for improvement. 				
	<p>The Year Group structure with close liaison with SENCo (including via Action Planning Meetings) means students have wrap around care and support to meet their physical and learning needs.</p> <p>SEND Information Evenings, alongside parent and events, allows parents and pupils three annual opportunities for written reporting and face to face appointments with staff at Bexhill Academy. This means that all pupils, whether they have an EHCP or not, have regular opportunities for evaluation of provision, progress and achievement.</p>		<p>Continue to identify needs of parents regarding accessibility of school communication and ensure clear communication systems are in place for all parents.</p> <p>Review Medical Conditions Policy and individual student risk assessments and disseminate where necessary</p>			

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 Trust Board for Bexhill Academy

5. Links with other policies

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

- Child Protection and Safeguarding Policy
- Trips and Visits Policy
- SEND policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report