Pix Brook Academy Accessibility Plan

This Accessibility Plan is drawn from the statutory requirements and best practices established across the Bedfordshire Schools Trust (BEST) and partner institutions. It is designed to ensure that Pix Brook Academy remains an inclusive environment where all pupils can flourish.

1. Aims and Values
The primary purpose of this plan is to increase curriculum participation, improve the physical environment, and enhance the availability of accessible information for disabled pupils. Pix Brook Academy aims to treat all pupils fairly and with respect, providing opportunities without discrimination. The academy's core mission and values permeate all aspects of practice, reflecting the overarching BEST goal to "Always put Children first" and improve life chances.

2. Legislation and Guidance
This plan meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance. A person is defined as disabled if they have a physical or mental impairment with a "substantial" and "long-term" adverse effect on their ability to perform daily activities. Under the SEND Code of Practice, "long-term" is defined as a year or more. The academy is committed to making "reasonable adjustments" to alleviate substantial disadvantages faced by disabled pupils, such as providing auxiliary aids or adjusting premises.

3. Strategic Aims:
a. Access to the Curriculum
Pix Brook Academy ensures that the curriculum is accessible through the following established practices and objectives:

- Differentiation and Adaptation: The school offers a differentiated curriculum for all, utilising tailored resources that include examples of people with disabilities. Adaptation strategies are implemented consistently across all lessons.
- Tracking and Support: Pupil progress is tracked against internal and external benchmarks, including FFT5 aspirations, with progress measured termly.
- Inclusive Practice: Diversity and understanding of difference are taught through Citizenship, assemblies, and special celebration weeks.
- Staff Training: The school is committed to training staff in equality issues and the specific needs of individuals, such as the correct use of equipment for hearing impairments.
- Exam Access: Careful planning ensures examination access arrangements are in place, with invigilators trained to provide fair and equitable access.

b. Physical Environment
As a modern facility, Pix Brook Academy adheres to current legislation regarding physical access. Key features and ongoing maintenance objectives include:

- Infrastructure: The site includes elevators, wide corridors, and disabled parking bays.
- Facilities: Facilities such as disabled toilets, changing areas, and library shelves at wheelchair-accessible heights are maintained to support independence.

- Safety and Maintenance: The Site Manager ensures all areas are clear of trip hazards, corridors are safely accessible, and lighting is adequate both internally and externally.
- Emergency Procedures: The school ensures that staff located near stairwells have up-to-date Evac chair training to safely evacuate injured or disabled children.

c. Access to Information
To ensure communication is inclusive for pupils, families and visitors, the academy focuses on:

- Communication Methods: Information is provided through internal signage, large print options, induction loops, and pictorial representations.
- Digital Accessibility: The academy ensures that Wi-Fi is adequate across the site so students requiring internet access for translation tools can participate in lessons.
- Family Engagement: Information for parents/carers is available via multiple media, including the website and ParentMail. For school events, such as parent evenings, the school can provide support with interpreters or sign language services on request.
- Student Profiles: The use of personalised pupil documentation allows parents and students to contribute to and evaluate the strategies used for their support.

This plan should be read alongside the Pix Brook Academy EDI Objectives and SEND Information Report.

6. Roles and Responsibilities

- **The Governing Body:** Responsible for ensuring systems are in place so that disabled stakeholders are not disadvantaged.
- **The Principal:** Oversees all risk assessments and ensures pro-active support for disabled students and staff.
- **SLT and SENDCo:** Assess individual needs, ensure staff and student voices are heard when planning rooming or timetables, and monitor the implementation of personal plans.
- **Business Manager & Site Manager:** Responsible for site safety, servicing lifts, and ensuring the premises remain accessible.

7. Monitoring and Review
This document will be reviewed every three years by the Principal but may be updated more frequently if necessary to reflect changes in legislation or site developments. It is linked to other school policies, including Health and Safety, Risk Assessment, and the SEN Information Report.

8. Author and Date
Author: Charlotte Linehan, Principal
Reviewed: September 2027