

Biscovey Nursery and Infants' Academy

A Member of the Aspire Multi Academy Trust



Accessibility Plan 2023-2025 (Reviewed Sept 2024).

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

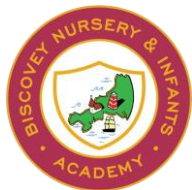
Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.



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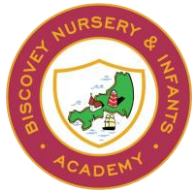
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Planning Duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	<u>Issue</u>	<u>What</u>	<u>Who</u>	<u>When</u>	<u>Outcome</u>	<u>Review Date</u>
<u>Short Term</u>	Not <u>all</u> staff are confidently using visuals to support learners	Visuals training Whole school Communication support training	EYIT CMST	September 2024	Staff will be increasingly confident in using visuals to support all learners.	Spring 2024
<u>Medium Term</u>	Planning for pupils working below expectations is not always matched to the pupils needs.	Planning surgeries with SENDCO Moderation of books to QA assessment Joint Subject leader work to develop subject specific support when planning for PKS pupils	SENDCo All staff Subject leaders and SENDCO	Develop throughout 24/25 academic year.	Teachers will be more confident in both assessing gaps in learning and successfully adapting/scaffolding the curriculum to meet the needs of all learners.	Ongoing
<u>Long Term</u>	Pupils with communication and interaction needs are well supported	CPD delivered on use of visuals	EYIT	Develop throughout 24/25 academic year.	Pupils with communication needs will be well supported in every	Ongoing

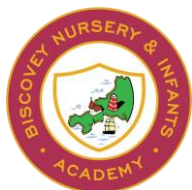


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	throughout the school with a variety of strategies.	Whole school CPD on communication support. CPD on teaching vocabulary Audit of communication friendly environments	CMST CMST SENDCO / CMST		environment across the school.	
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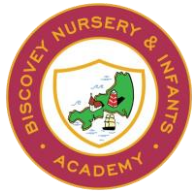
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Planning Duty 2: Physical Environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	<u>Issue</u>	<u>What</u>	<u>Who</u>	<u>When</u>	<u>Outcome</u>	<u>Review Date</u>
<u>Short Term</u>	Classrooms optimally organised for pupils/students with a physical disability.	Staff continue to work with SENDCo and other professionals to ensure classroom environments are accessible to all.	SENDCo HoS SLT Teachers T.As	Autumn 2024	SEND pupils will make progress in line with their starting points.	Ongoing.
	Classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs	Staff to continue to develop the use of sensory auditing to ensure the needs of all pupils are met. e.g. using drapes to reduce noise levels, considering displays, seating arrangements, access to resources. Create additional calm spaces for Year Group bubbles to access for timeout from	HoS SENDCo Teachers TA's	September 2024 - Ongoing - Staff advised to complete a checklist where pupils with sensory issues will be based.	Classrooms are calm quiet spaces where children can access a sensorially appropriate learning experience. Access to alternative spaces around the school when required.	Spring 2025.

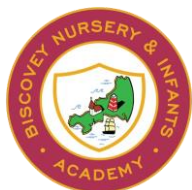


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		classroom as required.				
<u>Long Term</u>	Emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	Not all alarms have a visual as well as Auditory alarm system.	SENDCo HoS Estates team	Review for Sept 2024 – ensure all classes have both where required.	All alarms where hearing impaired pupils are taught have a visual alarm fitted. Visual alarms to be fitted to all classrooms and common areas of the school where possible.	Spring 2025



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Planning Duty 3: Information

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	<u>Issue</u>	<u>What</u>	<u>Who</u>	<u>When</u>	<u>Outcome</u>	<u>Review Date</u>
<u>Short Term</u>	Pupils with SEND are consulted for their views on education and school life in general.	SEND Pupil Consultation. SEND Pupils included in School Council.	SENDCo School Council	Autumn 2024 Summer 2025 Ongoing	Pupils voice is more prominent in all areas across the school including the voice of SEND pupils.	Ongoing review.
<u>Medium Term</u>	Work with parent/carers and young people to ensure that the website is presented in a family friendly way.	Consult parents /carers of children with SEN on how accessible they find the school website in questionnaire annually.	SENDCo SENDCo Assistant	Spring term 2025	Parents and Carers have an input into how information on the school website is presented to them so it is more accessible.	Summer 2025 – review responses and adapt if required.
<u>Long Term</u>	Information available and accessible in a variety of formats including - 'easy read' - large print - symbols – alternative languages.	Admin team to provide core information for parents and carers in a variety of suitable formats. These should be available in the school office.	HoS SLT SENDCo Admin team	Discussion on what information can be made available in various formats. Plan to roll out for Summer 2025	Parents / Carers can access vital information easily.	Ongoing.