



Biscovey Nursery and Infants' Academy

A Member of the Aspire Multi Academy Trust



Accessibility Plan 2020-2022

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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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> support teaching staff are aware of paperwork in place to support pupils with SEND.	Staff training and CPD.	SENDCo	September 2020	Staff meeting in Sept to give overview of roles and responsibilities and paperwork in place for pupils with SEND.	Spring 2021.
	Not all staff are confident in dealing with different types of SEND.	Staff training and CPD.	PM Mentors to have discussion re: CPD. SENDCO to support in arranging/delivering CPD.	Spring 2021	All staff within school will have an increased knowledge and confidence with a range of SEND Needs.	Summer 2021
<u>Medium Term</u>	Staff do not have a resource bank of ideas to support pupils with SEND.	Activity ideas linked to Topics to support teachers in planning for pupils with SEND.	SENDCo	Develop by Autumn 2021.	Teachers will have a range of ideas linked to topics to support in planning for and meeting the needs of pupils.	Summer 2021.
<u>Long Term</u>	Lack of onsite outdoor provision for pupils.	Access to the Outdoor Learning site being developed by the Junior school. CPD for relevant staff.	SENDCo Liason with Junior School staff.	Develop by Spring 2022.	Pupils will have access to onsite outdoor provision.	Summer 2022.



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Planning Duty 2: Physical Environment

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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>	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 2020	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 2020 - Ongoing - Staff advised to complete a checklist where pupils with sensory issues will be based. Additional spaces – Spring 2020.	Classrooms are calm quiet spaces where children can access a sensorially appropriate learning experience. Access to alternative spaces around the school when required.	Spring 2020.



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		classroom as required.				
<u>Medium Term</u>	Pupils with SEND are consulted regarding the accessibility of classrooms, toilets and changing facilities etc?	SEND Pupil Conferencing.	SENDCo SENDCo Assistant	Spring 2021	Pupils voice is more prominent in all areas across the school including the voice of SEND pupils.	Spring 2021
<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 2020 – 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.	Summer 2022



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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 SENDCo Assistant School Council	Spring Term 2021 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.	SENDCo SENDCo Assistant	Spring term 2021	Parents and Carers have an input into how information on the school website is presented to them so it is more accessible.	Summer 2021 – 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 2021.	Parents / Carers can access vital information easily.	Ongoing.