



Birley Spa Primary Academy  
A L.E.A.D. Academy

# **Birley Spa Primary Academy Accessibility Plan**

**2024-2025**



1. This Accessibility Plan has been drawn up in consultation with the L.E.A.D. Multi Academy Trust, pupils, parents, staff and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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.
3. The Birley Spa Primary Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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 school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. 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.
6. 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.
7. The Action Plan for physical accessibility relates to the Access Audit of the School. 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 period in order to inform the development of the new Plan for the following period.

8. The Plan will be monitored through the Site Development Committee of the Governors.
9. The Plan will be monitored by Ofsted as part of their inspection cycle.

This Accessibility Plan should be read in conjunction with the following documents:

Behaviour management Policy

Equality Policy

Health and Safety Policy

SEND and Inclusion Policy

Academy Improvement plan

Date of review: September 2024

### **Contextual Information**

Birley Spa Primary Academy is a single-storey building and is accessible throughout.

## The Academy Accessibility Plan 2024 - 2025

### Improving the Physical Access at the Academy

Overview of the current physical environment:

- There are no steps up to the front entrance
- There is a ramp access from the pedestrian gate to the school entrance
- There are no steps in the internal building
- There are two gender-neutral, accessible toilets situated next to the staff toilets and opposite the IR
- The school already supports children with significant barriers to learning and participation with difficulties in the areas of; learning, communication and interaction, hearing and behaviour

An Access Audit was carried out by Birley Spa Primary Academy staff in September 2024.

Item	Activity	Timescale
Some Fire Wardens have recently left the school. New fire wardens to be trained.	All relevant staff are due to receive Fire Warden training by November 2024.	Ongoing monitoring
Toilets for older children to be redesigned as gender neutral	Convert toilet areas into floor to ceiling cubicles with open plan handwashing facilities.	Autumn 2024

## The Academy Accessibility Plan 2024-2025

### Improving the Curriculum Access at the Academy

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Act upon audit of staff training requirements which was completed in June 2023	All teachers are able to more fully meet the requirements of SEND pupils with regards to accessing the curriculum. Meeting time is devoted to sharing of good practice/differentiated resources.	Termly	Increase in access to the National Curriculum.
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	Termly	Needs of all pupils are met. Good progress made by all learners
All out-of-school activities are planned to ensure the participation of the whole range of pupils (this will be bespoke to the individual)	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Access to all school activities for all SEND pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Resources, curriculum and professionals' advice is sought/implemented in each classroom	Resources are readily available for all learners. Consistent approach to SEND provision across school. All pupils are included in the learning.	Termly	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors and staff	Whole school community aware of issues relating to access (including mental health training)	Ongoing	Society will benefit by a more inclusive school and social environment.
Increase awareness of all protected characteristics	Provide training for governors and staff  Assemblies/curriculum opportunities to explore protected characteristics	Children recognise the diversity in modern Britain. Children recognise that some characteristics need to be considered carefully in order for all to have equality. Children understand rights and responsibilities	By July 2025	Children's understanding of the community/national picture will be more embedded. Children will recognise and defend rights of selves/others.

				Diverse needs of all pupils are recognised and celebrated.
Appropriate use of specialist equipment to benefit individual pupils and staff  Use ICT software to support learning	Reasonable adjustments checklist to be shared with all staff  Make sure the relevant software is purchased, installed and available to use where needed	All pupils who need it have access to ICT software to assist in learning and recording. Wider use of SEN resources in the classroom	Ongoing	Increase in access to the National Curriculum. Needs of all pupils are met Staff needs are met
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports.  Seek disabled sports people to come into school	All pupils have access to PE and are able to excel	Ongoing	Increase in access to the PE National Curriculum. Needs of all pupils are met

## The Academy Accessibility Plan 2024-25

### Improving the Delivery of Written Information at the Academy

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Signs and symbols located across the school in order to support learning	Access to support from Speech and Language Therapy service to develop signs and symbols  Training for relevant staff	Signs and symbols form part of everyday teaching for those children that require it	Termly	Signs and symbols are located across the school in key areas in order to support understanding for the children that require it
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats as required	The school will be able to provide written information in different formats when required for individual purposes as required	Ongoing	Delivery of information to pupils/staff improved
Make available school information for parents and carers on website and in paper format	Review current school publications and promote the availability in different formats	All school information available for all	Termly	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils/staff with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials as required	All school information available for all as required	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved
Ensure that parents and carers receive information from school in a format of their choice	Survey parents to gain information regarding their choice of format (paper or email communications)	Parents and carers will receive information in the medium of their choice	Ongoing	School is more effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers
Ensure that all school communications use plain English	A member of SLT to check all communications to parents/carers before distribution	All communications will be easy to read and have clarity of purpose	Ongoing	Parents and carers will be clear as to purpose of communications

Symbols used to communicate with children as part of routine	Widget symbols to be used as part of learning, environment, marking etc.	Communications such as visual timetables, self-assessment, marking etc. are clear to all children, particularly those with SEND, to ensure progress and accessibility.	Ongoing	All children associate Widget symbols with key information to normalise visual representations of information.
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