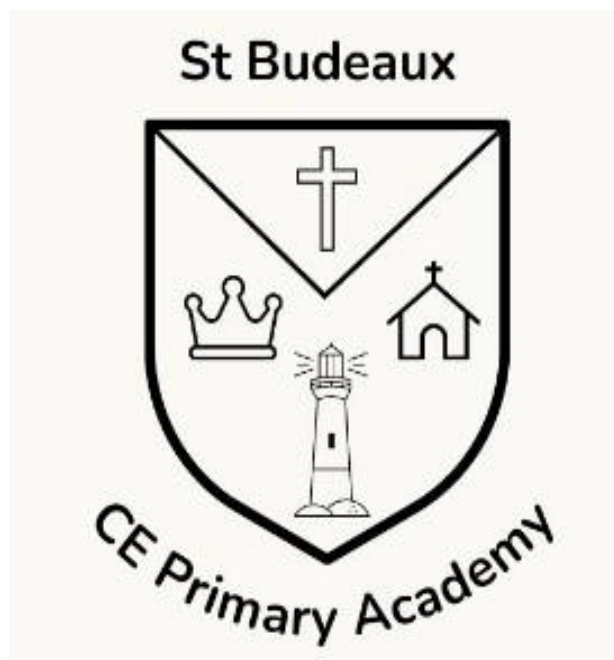


# **Accessibility Plan**

## **For**

# **St Budeaux CE Primary Academy**



## Statement of intent

This plan should be read in conjunction with the Schools Improvement Plan and outlines the proposals of the board of directors of the First Federation Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The board of directors also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Link Director, Head of Teaching & Learning and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

## Planning duty 1: Curriculum

School background
Mainstream setting - Nursery to Primary. Total on roll: 111 Nursery-aged pupils: 11 School-aged pupils:100
Improvements already made to enhance access to the curriculum
<ul style="list-style-type: none"><li>• Working with external agencies</li><li>• MAST subscription</li><li>• PIPS training.</li><li>• Speech link purchased</li><li>• Appropriate resources purchased when need arises e.g. 'talking tins', wobble cushions, writing slope.</li><li>• Assessed, plan, do cycle refined.</li><li>• Adaptive teaching – specific adaptations for SEND</li><li>• Ethos days to promote inclusion.</li><li>• Lego Therapy lunchtime intervention introduced</li><li>• Working with Jeremiah's Journey - bereavement counselling</li><li>• Family Support worker employed</li><li>• Adults across school now in pupil-mentoring partnerships with target pupils</li><li>• PEEPS training/workshops – children's centre delivered sessions to nursery families.</li><li>• Nursery lead trained as a PEEPs practitioner.</li><li>• Outreach support – Edison Centre</li></ul>

- Speech & Language training
- Subject specific/SEND resources
- Widget subscription - used in class adaptive teaching and targeted intervention work
- Sensory circuits
- Behaviour Hub initiative
- Read Write Inc training for staff in all key-stages.

**Next steps to further enhance access to the curriculum**

Objective	Action	Responsibility	Target deadline	Outcome	Review
Further support and understanding to pupils with Speech, language and communication needs.	<ul style="list-style-type: none"> <li>• Full implementation of speech link across all key-stages</li> <li>• EYFS/KS 1 staff to attend South-West Stronger Practise Hub training sessions.</li> <li>• Livewell SALT training sessions for teachers and TAs</li> </ul>	SENCo HoS	Ongoing	Staff are confident in supporting children with SLCN needs  Children make good progress	

	<ul style="list-style-type: none"> <li>• Work with EYFS support advisors and the EP to develop a language-rich EYFS/KS1 environment.</li> </ul>				
To improve learning behaviour across the school; inclusive of SEND pupils.	<ul style="list-style-type: none"> <li>• HoS and Deputy Head continue to attend Behaviour Hub programme and implement targets/actions across school</li> <li>• Staff to attend Trauma Informed training.</li> <li>• Utilise support from MAST EP and Trust leaders.</li> </ul>	HoS Deputy head	Graduation June 2024  Ongoing training & review cycle.  Trauma Informed training complete – ongoing implementation and review.	Staff are confident and equipped to support and manage behaviour; including more challenging behaviours.	
To support Social, Emotional & Mental Health needs in Early Years & KS1	<ul style="list-style-type: none"> <li>• Use Edison Outreach service –</li> </ul>	HoS  SENCO	Ongoing	Staff are confident supporting the	

	<p>setting and individual support.</p> <ul style="list-style-type: none"> <li>• Purchase recommended book from Edison Outreach team – The A-Z of Trauma Informed Teaching</li> <li>• Work closely with the Children’s Centre to enhance setting approaches to supporting SEMH needs to better able children to access the curriculum.</li> <li>• Access Plymouth Early</li> </ul>	<p>Early years lead teacher</p>		<p>SEMH needs of EYFS and KS1 pupils and understanding the age and stage of SEMH development.</p>	
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	<p>Years Briefings.</p> <ul style="list-style-type: none"> <li>• Plymouth Early Years Newsletter – updates, courses, opportunities to work in wider partnerships and networking.</li> <li>• Visit other nursery settings in the Trust.</li> </ul>				
For all staff to have received further Read Write Inc Training.	<ul style="list-style-type: none"> <li>• English lead to continue attending CPD from Ilsham English Hub/Ruth Miskin.</li> <li>• English Lead to facilitate staff training</li> </ul>	<p>HoS</p> <p>English Lead</p>	September 24	<p>Staff are confident in knowledge in phonics and the RWI programme.</p> <p>Pupils make good progress.</p>	

	and monitoring.				

## Planning duty 2: Physical Environment

### School background

All the following school specific issues can be readily adapted should the need arise:

- External steps leading to main and pupil entrance to school.
- External steps leading to lower playground.
- External steps to entrance of EYFS classroom.
- External steps leading to the school field.
- External steps out of the main hall via the fire exit.
- Internal steps leading to upper-school area.
- Internal steps leading into the dining hall and main hall.

### Improvements already made to enhance access to the physical environment

List any improvements already made:

- Ramp access at the main entrance to school..
- Stair lift to dining hall/main hall.
- Stair lift to upper-school.
- Disabled toilet access with emergency pull cord.
- Internal steps marked yellow for visually impaired.
- External steps marked with fluorescent paint strips.

Next steps to further enhance access to the physical environment					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Refresh paint on external steps.	Re-paint steps	HoS Caretaker	Ongoing refresh as needed.	Improved safety	

## Planning duty 3: Information

School background					
Improvements already made to enhance access to information					
<ul style="list-style-type: none"> <li>• Parent mail (through Primary Site)</li> <li>• Emails to target specific groups of parents</li> <li>• Updated website e.g. First Federation policies, school information.</li> <li>• Facebook – regular updates</li> <li>• Access to Family Support Advisor</li> <li>• Drop-in sessions/open events for families to attend</li> <li>• Parents evenings – twice yearly</li> <li>• Curriculum overviews shared termly; including information on intended events and trips</li> </ul>					
Next steps to further enhance access to information					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Collect pupil voice for SEND pupils	Annual questionnaire.	HoS  SENCO.	Summer 1	HoS and SENCo able to collate and analyse data to make necessary reasonable adjustments and enhance	

				curriculum access.	