



**EDUCATION
CENTRAL**
MULTI ACADEMY TRUST

Albert Bradbeer Primary Academy

Accessibility Plan

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In drawing up the Accessibility Plan, Albert Bradbeer has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled pupils and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Albert Bradbeer Primary Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the school. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school

The Involvement of Disabled Children and Young People, Staff and Parents

According to the DDA, a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on her his or her ability to carry out normal day-to-day activities'. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Albert Bradbeer Primary Academy is committed to equal opportunities and inclusion. This document should be considered alongside the following school policy documents.

- Special Educational Needs
- Equal Opportunities
- Inclusion
- Medical Needs

This plan considers the following three areas as identified in the introduction.

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and IT equipment.
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and SENAR, The SENCo manages the EHCP process, ensuring additional resources are available where appropriate.

The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with:

- Sensory Support (HI and VI teams)
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapy
- Victoria Outreach
- City of Birmingham Schools
- CAT team

Improving access to the physical environment of the school

The elements of the Accessibility Plan cover all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Albert Bradbeer Primary Academy.

Improving the delivery of information to disabled persons

Staff are aware of the services available throughout the LA for converting written information into alternative formats.

This Accessibility Plan will be reviewed annually by the SENCO and IAB.

Accessibility Plan

Albert Bradbeer Primary Academy

Dates: From February 2017

To: April 2019 (2nd cycle)

(3years – to be reviewed annually)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access, progress and participation for children with cognition and learning needs.	C E I	To hold termly staff meetings to ensure that use of ITPs are embedded	SENCo	Time for staff meetings	Progress data Pupil progress meetings Class teachers to monitor progress on Continuums half termly	Summer 2017
		Further develop CPD for TAs to include Re-cap on Precision Teaching, more Clicker 6 and post-tutoring	SENCo	Time for staff meetings		
To improve access, progress and participation for children with communication and interaction needs.	C E I	To monitor use Wellcomm and identify provision and resources for pupils in KS2	SENCo	SENCo time	Progress data in Foundation Stage Profile Pupil progress meetings – KS1 and KS2	2017 Ongoing Easter 2017
		To re-establish the parent meetings with the CAT leads in KS1 and KS2.	SENCo CAT	Time and venue allocated for meetings.	Parent questionnaires	
		Children with auditory sensitivity needs to go into the dinner hall 15 minutes ahead of their peers	SENCo	Arrangements to be in place by Easter 2017	Incident books Conversations with children	

To improve access, progress and participation for children with social, emotional and mental health needs.	C E I	To train additional staff to use the Boxall profile to identify children with social and emotional needs and provide targeted support.	SENCo	Allocate time for training. Boxall profile online.	Pupil progress meetings Progress data Incident books Conversations with children	September 2017
		To arrange whole school attachment training	EP	2 twilights or half day		September 2017
To improve access, progress and participation for children with sensory and/or physical needs.	E	To update the yellow step markings for VI.	Site manager	Budget for paint and labour.	Environment walk/audit	Summer holidays 2017
		To install blinds in the nursery classrooms.	Site manager	Cost to be budgeted.		2017/18
		To explore the pathways around the allotment beds to ensure they are accessible to all pupils.	Site manager	Cost to be budgeted.		