



Bude Primary Academy Infants Accessibility Plan 2024–2025 (Reviewed Sept 2024)

Purpose of Plan

The purpose of this plan is to outline how our educational setting intends to increase accessibility to the physical environment, the curriculum, and written information, enabling all pupils/students with disabilities to fully engage with their education and associated opportunities.

Definition of Disability

A person has a disability if they have a physical or mental impairment that substantially and long-term adversely affects their ability to carry out normal day-to-day activities.

Key Aims

To increase and ensure, for pupils/students with disabilities, that they have:

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

Principles

- Compliance with the Equality Act is consistent with our setting's aims, equal opportunities policy, and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in admissions, exclusions, or 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 knowledge that young persons and their parents have of their child's disability.
 - Recognises the effect their disability has on their 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.

Planning Duty I: Curriculum

Hub councils should audit the extent to which pupils with disabilities can access the curriculum equally with their peers. Short, medium, and long-term actions should be identified to address specific gaps and improve access. Procedures will be carried out in a reasonable time, considering pupils' disabilities and their or their parents' preferences.

Issue	What	Who	When	Outcome	Review Date
Not all support teaching staff are aware of paperwork to support pupils with SEND.	Individual support for teachers.	SENDCo	September 2024	Overview of roles, responsibilities, and paperwork in place for pupils with SEND.	Spring 2025
Not all staff are confident in dealing with different types of SEND.	Staff training and CPD. SENDCo to arrange/deliver CPD.	SENDCo, PM Mentors	Spring 2025	All staff will have increased knowledge and confidence with various SEND needs.	Summer 2025
Staff do not have a resource bank of ideas to support pupils with SEND.	Create a resource bank linked to topics to support planning for SEND pupils.	SENDCo	Throughout 2024-25	Teachers will have access to a resource bank linked to different SEND needs and topic ideas.	Summer 2025

Issue	What	Who	When	Outcome	Review Date
Lack of onsite outdoor provision for pupils.	CPD for relevant staff and development of outside areas.	SENDCo, Aspire Outdoors	Spring 2025	Pupils will have access to outdoor provision onsite and use of local areas for the curriculum.	Summer 2025

Planning Duty 2: Physical Environment

Hub councils should audit the extent to which pupils with disabilities can access the physical environment equally with their peers. Short, medium, and long-term actions should be identified to address gaps and improve access. Procedures will consider pupils' disabilities and their preferences.

Issue	What	Who	When	Outcome	Review Date
Classrooms optimally organised for pupils/students with a physical disability.	Continue working with SENDCo and professionals to ensure accessibility.	SENDCo, HoS, SLT, Teachers, TAs	Autumn 2024	SEND pupils will make progress in line with their starting points.	Ongoing
Classroom interiors adapted for sensory needs.	Develop sensory auditing, create calm spaces, and make adjustments.	SENDCo, HoS, Teachers, TAs	September 2024	Classrooms will be calm, quiet spaces with appropriate sensory accommodations.	Spring 2025
Pupils with SEND are consulted about accessibility.	SEND Pupil Conferencing.	SENDCo, SENDCo Assistant	Autumn 2024	Pupils' voices, including SEND pupils, will be more prominent across the school.	Autumn 2025
Emergency and evacuation systems accessible to all.	Ensure visual and auditory alarms are in place where required.	SENDCo, HoS, Estates Team	Spring 2024	Visual alarms will be fitted in all relevant areas for hearing-impaired pupils.	Spring 2025

Review Date: September 2025