

Bude Primary Academy - Juniors SEND Accessibility Plan Sept 2020 – August 2021



Purpose of the 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 that pupils/students with a disability 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 school'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 its duties, The Trust has 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 school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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Planning duty 1: Curriculum

Those responsible for governance in the Trust, informed by the Inclusion Lead and in association with the school's leadership team, will regularly review the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term actions will be determined 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.

	Issue	What	Who	When	Outcome	Review Date
Short Term	The assessment of children working at pre-key stage standards needs to be more accurate in some cases.	SENDCo to provide training for teachers on how to assess accurately at this level and moderate end of term results.	SENDCo Teachers	Autumn term 2020	Accurate assessments will inform effective targets and interventions enabling good progress to be made.	December 2020
Medium Term	The special needs of some pupils with SEND are not fully addressed by their individual education plans (ieps)	SENDCo to provide regular CPD on improving teacher/TA knowledge of different areas of SEND and the range of strategies available to address them. SENDCo to carry out regular monitoring of the impact of ieps and support where needed fully involving the 1 to 1 TA where possible.	SENDCo Teachers	Academic year 2020/21	Staff have a better understanding of how to support pupils effectively and pupils make better progress. All SEND pupils will make good progress from their starting points.	December 2020 March 2021 July 2021
Long Term	Some pupils with with SEND would benefit from greater access to IT to remove barriers to learning.	As funds allow, increase the number of Chrome Books and ipads that can be dedicated to individual SEND pupil use with appropriate software.	HOS SENDCo IT Team	From January 2021	Pupils who need it can access the curriculum and their needs for development through IT.	July 2021

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Planning duty 2: Physical environment

Those responsible for governance in the Trust, informed by the Premises Team and in association with the school's leadership team, will regularly audit the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term actions will be identified to 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.

	Issue	What	Who	When	Outcome	Review Date
Short Term	Classrooms and work-stations optimally organised for pupils with a physical disabilities.	Staff continue to work with SENDCo and other professionals to ensure learning environments are accessible to all.	SENDCo HoS SLT Teachers TAs	Autumn 2020	The physical environment will meet the needs of SEND pupils so that they are able to learn well and make progress.	Termly
Medium Term	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. Classes are free of clutter and are kept tidy at all times.	HoS SENDCo Teachers TA's Pupils	Autumn 2020	Classrooms are free of clutter and are calm quiet spaces where children can access a sensorially appropriate learning experience.	Termly.
Long Term	The current PAN of 70 per year group leads to over-crowded and cramped classrooms.	Appropriate consultation has taken place and the LA have agreed to a reduction of PAN to 60.	HoS	Autumn 2021 onwards.	There will be a maximum of 30 children per class enabling less furniture and more room to move.	Annual review with admissions policy

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Planning duty 3: Information

Those responsible for governance in the Trust, informed by the Communications Lead and in association with the school's leadership team, will regularly audit the extent to which pupils with disabilities can access information 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 themselves or their parents/carers. The physical environment on an equal basis with their peers.

	Issue	What	Who	When	Outcome	Review Date
Short Term	Signage in class is not always designed to be inclusive of all pupils.	All classes will have visual timetable clearly displayed. SEND pupils and their 1 to 1 TAs will audit current class information and make recommendations.	HoS/SLT School Council	Autumn 2020	All class signage is inclusive and fit for purpose.	January 2021
Medium Term	The school website now has separate Junior and Infant sections and needs further development to be easily accessible.	Consult parents / carers and pupils on the school website and how accessible they find it.	HoS SBM Teachers Pupils Parents/Carers	Spring 2021	Parents and Carers have an input into how information on the school website is presented to them so it is more accessible.	Annually each Autumn.
Long Term	We do not currently have readily available information about different kinds of special educational needs for parents and how we can work together to overcome barriers to participation and progress.	SENDCo and Asst SENDCo to work with appropriate colleagues and external agencies to provide pupil/parent leaflets on 'Learning with ASD' and other appropriate conditions.	HoS/SLT SENDCo Asst SENDCo Pastoral Team Teachers Pupils parents	Summer 2021 first leaflet	Parents / Carers /Pupils understand the key aspects of the relevant special educational need and how the school and parents need to support learning.	Ongoing

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