



Albert Bradbeer Primary Academy

Accessibility Plan

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Rationale

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

- To provide safe access throughout the school for all school users, irrespective of any 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 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:

- Albert Bradbeer SEND Information Report
- SEND policy (Greenheart Learning)
- Equality Policy and other policies that can be found on our website.

Please also visit [our Pupils with Particular Needs](#) page on our website.

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, assisted technology, 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 external agencies and SENAR. The SENDCo 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 professionals from:

- Sensory Support (HI and VI teams);
- Occupational Therapy;
- School Nurse Service;
- Physiotherapy;
- Speech and Language Therapy;
- Victoria Outreach;
- City of Birmingham Schools;
- Beacon School Support;
- Communication and Autism Team;
- Educational Psychologist;

- Pupil and School Support

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 SENDCo and LGB.

Complaints

Any parent/carer that has a complaint against the academy regarding the provision or implementation of procedures set out in this plan should follow the guidelines for complaints set out in the academy Complaints Policy.

Accessibility Plan

Albert Bradbeer Primary Academy

Dates: From October 2024

To: September 2027 (5th 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
		What/How	Lead	Resources		
To improve access, progress and participation for children with cognition and learning needs.	C / E / 1	To hold termly staff meetings to ensure that use of ITPs are embedded Pupil Profiles to be updated termly SSPPs/ EHCPs annually reviewed.	SENDCo	Time for staff meetings Use of Birmingham Toolkit. Toolkit Progress Tracker. PSS	Progress data_Toolkit Progress Tracker Pupil progress meetings Class teachers to monitor progress on Continuums half termly	Ongoing
		Planned CPD throughout Year: Visuals/ TEACCH Trays/ WIDGIT High Quality Adaptive Teaching – CPD PSS	SENDCo	Time for staff meetings		
To improve access, progress and participation for children with communication and interaction needs.	C / E / I	To monitor use of Wellcomm and identify provision and introduce. Work closely with Speech and language Therapist – monitor provision and interventions.	SENDCo TAs	SENDCo time SaLT one day a fortnight: Magic Therapy NHS SaLT	Progress data in Foundation Stage Profile Wellcomm and Language Link progress data	Autumn 2024 Ongoing

				CAT TA time		Ongoing
To improve access, progress and participation for children with social, emotional and mental health needs.	C / E / I	COBs to support individual pupils. COBs to support ECTs from Sept 2024. EP to support individual pupils Continue to work closely with MHST. Beacon School Support to support with SEMH health check starts Dec 2024.	SENDCo R Phillips Behaviour Lead	Beacon School Support. Boxhall Profile COBs – Sarah Martin MHST – FTB Behaviour Plans	Pupil progress meetings Progress data Behaviour plans reviewed Revie of SSPPs/ EHCPS	Ongoing
To improve access, progress and participation for children with sensory and/or physical needs.	E	To service all of the school lifts and changing facilities. Calm rooms in all buildings EY/ KS1/KS2 Sensory Circuit Interventions to be set up and timetabled	Site manager SENDCO/ Phase Leaders Named TA	Budget for service contracts. Sensory equipment: bean bags/ cushions/ tents Equipment for sensory circuits.	Environment walk/audit Provision monitoring	Ongoing