Biscovey Primary Academy – Infants and Nursery

A Member of the Aspire Multi Academy Trust

Accessibility Plan 2026-2027

Next planned review date September 2027.

Purpose of 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 for pupils/students with a disability that they have:

- total 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 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 their duties governors have 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 setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate

Planning Duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum 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 the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review Date
Short Term	Embed the use of visuals across the school and the curriculum	Visuals in all areas produced Staff training in the use of visuals to support learning Ongoing teaching of basic Makaton signs for all pupils	All Staff SENDCO SH to deliver signs weekly	September 2026 Spring 2027 Ongoing	Staff will be increasingly confident in using visuals to support all learners. Pupils will have a variety of communication methods to support inclusion	Summer 26 - 27
Medium Term	Pupils are supported to develop stronger vocabulary skills and are able to use them to participate meaningfully in the curriculum	Develop the teaching of vocabulary through the curriculum Develop the schools Oracy offer in line with subject leader intentions	SLT to develop the oracy offer in schools and plan for this to be developed over the next two years	Summer 26-27 Autumn 26– 27 Ongoing as the offer develops	Pupils will have stronger vocabulary skills which will support them in accessing more of the wider curriculum Pupils will be able to use their vocabulary in	Ongoing Ongoing

					structure taught and modelled interactions	
Long Term	Pupils access a curriculum which is tailored to meet a variety of needs and learning styles	Pupils are freely able to access a variety of resources which support them to access the curriculum at an appropriate level for them	All staff to develop their provision for practical, engaging and challenging learning which can be easily adapted to meet the needs of learners through the use of Early excellence resources	Autumn 26 –27 Ongoing as the offer develops	Pupils access a curriculum which is tailored to their needs and make good progress in all areas of the curriculum	Ongoing

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Planning Duty 2: Physical Environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum 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 the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review Date
Short Term	Classrooms optimally organised for pupils/students with a physical disability	Staff continue to work with SENDCo and other professionals to ensure classroom environments are accessible to all	SENDCo HoS SLT Teachers T.As	Autumn 26 - 27	SEND pupils will make progress in line with their starting points	Ongoing.
	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. e.g. using drapes to reduce noise levels, considering displays, seating arrangements, access to resources. Create additional calm spaces for Year Group bubbles to access for timeout from	HoS SENDCo Teachers TA's	September 2026 - Ongoing - Staff advised to complete a checklist where pupils with sensory issues will be based	Classrooms are calm quiet spaces where children can access a sensorially appropriate learning experience. Access to alternative spaces around the school when required	Spring 26 - 27

		classroom as required.				
Long Term	Pupils have access to sensorily rich areas where they are better able to engage in planned learning opportunities	Pupils to be provided with a sensorily rich curriculum through the use of the new sensory suite The nest Sensory breaks Wobble stools and other sensory aids	SENDCo HoS Class adults	Delivery of equipment in Autumn 26 - 27. Space developed for Spring Staff training on how to proactively use sensory play to regulate pupils effectively in Spring 2027	Pupils will remain regulated and able to engage in a variety of learning opportunities due to having sensory needs met	Spring 2026 and ongoing

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Planning Duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum 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 the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review Date
Short Term	Pupils with SEND are consulted for their views on education and school life in general.	SEND Pupil Consultation. SEND Pupils included in School Council.	SENDCo School Council	Autumn 26 - 27 Summer 26 - 27 Ongoing	Pupils voice is more prominent in all areas across the school including the voice of SEND pupils.	Ongoing review.
Medium Term	Work with parent/carers and young people to ensure that the website is presented in a family friendly way.	Consult parents /carers of children with SEN on how accessible they find the school website in questionnaire annually.	SENDCo	Spring term 26 - 27	Parents and Carers have an input into how information on the school website is presented to them so it is more accessible.	Summer 26 – 27 review responses and adapt if required.
Long Term	Information available and accessible in a variety of formats including - 'easy read' - large print - symbols – alternative languages.	Admin team to provide core information for parents and carers in a variety of suitable formats. These should be available in the school office.	HoS SLT SENDCo Admin team	Discussion on what information can be made available in various formats. Plan to roll out for Summer 26 - 27	Parents / Carers can access vital information easily.	Ongoing.