



Inspire Education Trust

Together we achieve, individually we grow



Frederick Bird
Academy

Accessibility and Disability Plan – Frederick Bird Primary Academy

Policy Date: Nov 24

Review Date: Nov 27

Document History

Version	Status		Date	Author	Summary Changes
V1			Nov 24	M Porter	Lead Person responsibility

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils and their families

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan, including but not limited to those provided by Coventry Local Authority. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. *We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors.*

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Governors and the Headteacher.

Area	Target	Actions	Lead Person	Time Scale
Participation	To ensure all pupils/parents/carers with disabilities are involved in relevant decision making	SEND learners on the school's Children's Leadership Team contribute regularly to conversations about the direction of the school. Survey the views of disabled learners in the school. Collect views of the children and their parents/carers with SEND (Special Educational Needs and Disabilities) to make sure provision is matched to their needs and to ways to continue to improve.	Headteacher SENDCo	Annual meetings, or as required.
Management and Administration	To ensure that accurate pupil records are kept for pupils with a disability/ SEND & are accessible within school & to parent /carers on request.	Pupil files on Arbor and CPOMs are updated and completed termly in detail in the SEN package.	Admin Team	September/ Ongoing
	All curriculum school policies are to include statements on disability and inclusion	As each aspect or subject policy is reviewed, a statement on equality of access should be added if it is not already present.	Subject Champions Leadership Team	Ongoing review with timescale in policy schedule
	Provision Management further developed across the school.	To meet the needs of identified pupils and support staff are used effectively.	Headteacher SENDCo	Termly
Admissions and Exclusions	Reduce rates of exclusion for children with SEND.	Regularly evaluate provision, update risk assessments and PiPs. Work closely with the LA to signpost children at risk of PEx and explore potential AP providers.	Headteacher Senior DHT for Inclusion SENDCo	May/ June/ July Ongoing

Area	Target	Actions	Lead Person	Time Scale
School Self-Evaluation	To raise the profile of inclusive practice	Action planning to reflect ADP priorities and access to training and support.	Headteacher Senior DHT for Inclusion SENDCo	Ongoing
	To maintain a clear picture of the attainment of inclusion groups in relation to other children in the school and take actions to address underachievement.	Introduce effective monitoring practices to monitor attainment data of groups vulnerable to underachievement and measure the gap between these pupils and the cohort. Where issues arise, additional actions will be planned for to redress the issue – these will be detailed in yearly action plans for 'Inclusion.' Develop the 'Frederick Bird SEND Journey' with staff to ensure clarity of processes and procedures.	Senior DHT for Inclusion SENDCo	Ongoing
	To consolidate the local offer and to embed within school.	Use the Special Educational Needs and Local Offer to ensure our provision is fully compliant. Develop school offer.	Senior DHT for Inclusion SENDCo	Autumn Ongoing
Provision	To improve provision for pupils with a disability or SEN	Observe lessons across the school with a focus on inclusion – provide advice / training to staff as identified by outcomes of observations and discussion.	Headteacher Senior DHT for Inclusion SENDCo	Spring Term
		Audit resources (textbooks, reading material, posters etc.) available in the school to ensure that they reflect children represented in the school and in society as a whole.	SENDCo Subject Champions	Autumn
		Introduce a provision mapping system to ensure that resources are updated and best matched to children with the greatest need, fairly across the school.	SENDCo Senior DHT for Inclusion Headteacher	Dec/ March/ June
	Ensure staff have the knowledge, understanding and confidence to support disabled pupils or those with SEN in accessing all aspects of school life	Provide all staff with training/briefings on the conditions found in our school (autism, dyslexia, sensory impairments, ADHD, dyspraxia, craniosynostosis, hydrocephalus, haemophilia, diabetes, sickle cell anaemia) and others as they arrive, and how children can best be supported in accessing all areas of school life. Provide both generic and bespoke training for support staff in delivering effective interventions.	Senior DHT for Inclusion SENDCo to arrange (with outside agencies when necessary)	Termly training

Area	Target	Actions	Lead Person	Time Scale
Information	Improve communications with parents/carers.	Identify families who would benefit from enlarged text, translation or send electronically etc. Offer a range of opportunities for families to work in partnership with school by offering face-to-face meetings and numerous ways of presenting information e.g. Braille, audio formats, Easy Read documents ...	Admin staff	Autumn term review each year of who needs this
	Improve the quality and accessibility of signage around the school.	Ensure that signs displayed around the school are clear to read and where possible supported by pictures to support understanding for children & adults who struggle to read.	SENDCo/Headteacher to monitor – all staff to address the issue	Ongoing over the 3-year period
Physical Access	Improve ease of access for all stakeholders	A focus of half termly site inspections.	Head of Estates / School SSO	Ongoing over the 3-year period
Equality Duty	Ensure children, staff and visitors have access to designated spaces.	Agree on a designated prayer room, quiet room and washing facilities.	Headteacher	Ensure children, staff and visitors have access to designated spaces.
Review	To self-evaluate and review this accessibility plan and action any outstanding items	To self-evaluate success against this plan and all actions and incorporate any emerging actions. Report to SLT & Governors.	Headteacher SENDCo	Annually

Reviewed by:	Michelle Porter	November 2024
Senior Lead Review by:	Rob Darling	November 2024
Next Review Date:		November 2027
Approved by Directors:		27.01.25

Signed:



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Jane Durkin
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