



BiggleswadeAcademy

Accessibility Plan 2021 - 2023

Accessibility Plan

A. Physical Access

Academy/Setting						
Target	Present Position	Action Required	Timescale	Personnel Responsible	Costs	Action Taken/completed
Wheelchair access to all buildings.	Front and back ramps to allow access to all areas in Pre-school, ramps to blossom and KS1 areas, Hawaii and USA. Other blocks are at ground level or have sloped access.	To regularly check the condition of all ramps to ensure they are in a state of good repair.	On going	Site team		All ramps are currently safe.
Improve and maintain access to the physical environment: a) Wheelchair access to curriculum areas; Library Brazil Science Labs Brazil food room Workshop	<ul style="list-style-type: none"> * Not all shelving in Canada library is accessible to those with physical disabilities. (New lower units have been installed in the central areas) * All benches in the labs are too high for access to somebody in a wheelchair. However a standard sized desk and chair has been put into B6. * The workshop has a shallow step and although the work benches are at wheelchair height, space is tight. 	<ul style="list-style-type: none"> * Investigate lower shelving around the wall space. * Investigate and install an adjustable bench in one area of one lab. * If the need arose, consider table arrangements in the workshop to allow suitable access. The space does not allow for a ramp, room changes may be required if a wheelchair could not be taken up the low step. 	Sep. 2023 Sep 2023 Sept 2023 On-going	Head of English/ Librarian Site team Site team STEM staff and SENDco	N/A	

<p>Access to girls changing rooms for current wheelchair and walking frame bound pupils</p>	<p>Europe girls changing rooms upstairs</p>	<p>Swap boys and girls changing rooms.</p>	<p>If/when required</p> <p>If/when required</p>	<p>STEM staff and SENDco</p> <p>PE Staff</p>	<p>N/A</p> <p>N/A</p>	
<p>Emergency evacuation of Brazil first floor by those unable to walk or shuffle down the stairs.</p> <p>Emergency evacuation in Africa if the lift could not be accessed.</p>	<p>In emergency evacuation, the lift in Brazil should not be used. A PEEPS would be completed to consider reasonable adjustments for any person with mobility issues. If a person was injured and unable to walk there would be a significant problem.</p> <p>A PEEPS would be completed to consider reasonable adjustments for any person with mobility issues. Exit would be possible through the front entrance or library slope.</p>	<p>Evac-chair needs in situ and appropriate training given.</p> <p>N/A</p>	<p>Spring 2022</p>	<p>Business Manager</p>		
<p>Improved lighting outside school</p>	<p>Lighting insufficient when leaving the building in the winter months Lighting to the front of Europe and Africa car park is poor</p>	<p>Make access to the school building safer in the dark, by installing timer/motion sensor outside lighting.</p>	<p>Autumn 2023</p>			
<p>Making steps and trip hazards more noticeable across the Academy.</p>	<p>Steps not always easily visible - many areas need repainting. Some slabs in Europe quad need painting.</p>	<p>Make all outdoor areas safely accessible to the visually impaired by marking steps and all other trip hazards with high vis paint</p>	<p>Spring 2022</p>			

B. Curriculum and Written Access

Target	Current Position	Action Required	Timescale	Personnel Responsible	Cost	Action Taken/completed
Curriculum access Speech and Language	Increase the ability of the staff to recognise and support children with speech and language difficulties	Training in supporting children with S&L delay	When required	SENDCo		
Parents of children with English as an additional language	Provide information for parents in a variety of formats <ul style="list-style-type: none"> ● Letters home ● Website 	Research services that are available to convert information into alternative formats Additional questions about parent to be added to admissions form	<ul style="list-style-type: none"> ● Spring 2022 ● Autumn 2022 	SENDCo		

<p>Increase access to the curriculum for pupils with a disability by staff being made fully aware of all types of differentiation, with a particular focus on those more effective for pupils with a disability.</p>		<p>Deliver staff training on differentiation, commencing with establishing a starting point on current practice.</p> <p>LSAs to receive training on developing their questioning skills</p> <p>Inclusion Department to browse websites for specialist equipment which can be purchased.</p> <p>Data to be scrutinized by the SENDCo, form tutors /class teachers at the end of each term and</p> <p>Using the process of assess, plan, do, review, effective targets (outcomes) will be documented onto the pupil's SEND Support Plan or Care Plan to ensure progress.</p> <p>SLT and CLs to review curriculum content and assess whether it meets the needs of the pupils or whether it can be</p>	<p>On going</p>	<p>SLT/SENDCo</p> <p>ASD Lead Teacher</p>		
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		adapted or modified in any way.				
Parents and pupils who are visually/ hearing impaired	Provide school information in large print	Staff to ensure that pupils with disabilities are provided with information which best suits their need e.g., assisted technology, larger print, coloured paper Office staff to be aware of needs (SIMs) Investigate the possibility of having priority signs in Braille- as required Assess need for Induction Loops	When required Summer 2023	SENDCo VI Team HI Team Advisory Teachers		