



Birley Spa Primary Academy
A L.E.A.D. Academy

Birley Spa Primary Academy Accessibility Plan

2025-2026



1. This Accessibility Plan has been drawn up in consultation with the L.E.A.D. Multi Academy Trust, pupils, parents, staff and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Birley Spa Primary Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

8. The Plan will be monitored through the Site Development Committee of the Governors.
9. The Plan will be monitored by Ofsted as part of their inspection cycle.

This Accessibility Plan should be read in conjunction with the following documents:

Behaviour management Policy

Equality Policy

Health and Safety Policy

SEND and Inclusion Policy

Academy Improvement plan

Date of review: September 2025

Contextual Information

Birley Spa Primary Academy is a single-storey building and is accessible throughout.

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Ensuring Physical Access at the Academy

Overview of the current physical environment:

- There are no steps up to the front entrance
- There is a ramp access from the pedestrian gate to the school entrance
- There are no steps in the internal building
- There are two gender-neutral, accessible toilets situated next to the staff toilets and opposite the IR
- The school already supports children with significant barriers to learning and participation with difficulties in the areas of; learning, communication and interaction, hearing and behaviour

An Access Audit was carried out by Birley Spa Primary Academy staff in September 2025.

Item	Activity	Timescale
Continue to ensure adequate number of fire wardens.	Have at least 4 fire wardens trained by November 2025	Ongoing monitoring

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Improving the Curriculum Access at the Academy

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on adapting the curriculum	Embed the training that has been undertaken during 2024-2025	All teachers are able to more fully meet the requirements of SEND pupils with regards to accessing the curriculum. Meeting time is devoted to sharing of good practice/differentiated resources.	Termly	Increase in access to the, EYFS framework and National Curriculum.
Develop further the life skills curriculum offered to children in the IR	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	Termly	Needs of all pupils are met. Good progress made by all learners
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	Access to all school activities for all SEND pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Resources, curriculum and professionals' advice is sought/implemented in each classroom	Resources are readily available for all learners. Consistent approach to SEND provision across school. All pupils are included in the learning.	Termly	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors and staff	Whole school community aware of issues relating to access (including mental health training). Staff apply therapeutic language and trauma informed approach training	Ongoing	Society will benefit by a more inclusive school and social environment.
Children have a strong awareness of all protected characteristics	Provide training for governors and staff Assemblies/curriculum opportunities to explore protected characteristics	Children recognise the diversity in modern Britain. Children recognise that some characteristics need to be considered carefully in order for all to have equality. Children understand rights and responsibilities	By July 2026	Children's understanding of the community/national picture will be more embedded. Children will recognise and defend rights of selves/others.

				Diverse needs of all pupils are recognised and celebrated.
<p>Appropriate use of specialist equipment to benefit individual pupils and staff</p> <p>Use ICT software to support learning</p>	<p>Reasonable adjustments checklist to be shared with all staff</p> <p>Make sure the relevant software is purchased, installed and available to use where needed</p>	<p>All pupils who need it have access to ICT software to assist in learning and recording. Wider use of SEN resources in the classroom.</p> <p>Outcomes are captured in a range of ways, rather than just through writing.</p>	Ongoing	<p>Increase in access to the National Curriculum.</p> <p>Needs of all pupils are met</p> <p>Staff needs are met</p>
<p>Review PE curriculum to ensure PE is accessible to all.</p>	<p>Gather information on accessible PE and disability sports.</p> <p>Seek disabled sports people to come into school</p>	<p>All pupils have access to PE and are able to excel</p>	Ongoing	<p>Increase in access to the PE National Curriculum.</p> <p>Needs of all pupils are met</p>

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Improving the Delivery of Written Information at the Academy

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Signs and symbols located across the school in order to support learning	Access to support from Speech and Language Therapy service to develop signs and symbols Training for relevant staff	Signs and symbols form part of everyday teaching for those children that require it	Termly	Signs and symbols are located across the school in key areas in order to support understanding for the children that require it
Widgit used to communicate in print for children with SEND	Staff training. Policy implemented.	All children have access to Widgit symbols to aid understanding.	Ongoing	Children will use the symbols to understand the written word.
Make available school information for parents and carers on website and in paper format	Review current school publications and promote the availability in different formats	All school information available for all	Termly	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils/staff with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials as required	All school information available for all as required	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved
Ensure that parents and carers receive information from school in a format of their choice	Survey parents to gain information regarding their choice of format (paper or email communications). Parent questionnaires about whether they prefer paper/electronic copies of reports.	Parents and carers will receive information in an appropriate medium	Ongoing	School is more effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers
Ensure that all school communications use plain English	A member of SLT to check all communications to parents/carers before distribution	All communications will be easy to read and have clarity of purpose	Ongoing	Parents and carers will be clear as to purpose of communications

Translate information for some parents	Use of translation tools for families who do not read English	All members of the academy receive the information they need	Ongoing	Parents receive clear messages
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