



All schools within Perry Hall Multi-Academy Trust should be an environment where all are included, feel valued and are respected. Standards of academic achievement are high and behaviour excellent. Children, staff and parents alike are happy, engaged and enthusiastic about learning. A partnership where everyone is working to achieve and fulfill their potential.

The Perry Hall Multi-Academy Trust Schools will nurture their pupils to ensure that the children in our care leave our academy with strong self-esteem, high personal expectation and a complement of basic skills that promote an enquiring mind and a desire for knowledge.

The Perry Hall Multi-Academy Trust Schools will give everyone the opportunity to develop their spiritual, moral, social and cultural understanding and awareness.

The Perry Hall Multi-Academy Trust Schools will strive to be a central hub for the local learning community – a place where children, parents and the community can experience seven years of continuity, development and growth.

## **ACCESSIBILITY PLAN – Bird’s Bush Primary School**

1. This Accessibility Plan has been drawn up in consultation with all stakeholders and covers the period from September 2025 – September 2026. (Reviewed annually)
2. The Special Educational Needs and Disability Code of Practice (January 2015) states “many children and young people who have SEN may have a disability under the Equality Act 2010.” The Equality Act 2010 sets out the legal obligations that schools, local authorities and others have towards disabled children and young people
  - They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
  - They must not discriminate for a reason arising in consequence of a child or young person’s disability.
  - They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
  - Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public-sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
3. This plan sets out the proposals of Bird’s Bush Primary to increase and sustain access to education for disabled pupils.
4. We are committed to providing a fully accessible environment which values and includes all students, 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, acceptance and inclusion.

5. PHMAT and Bird's Bush Primary plans, over time, to improve the accessibility of provision for all students, staff and visitors who may have the following disabilities.

ASD/ Asperger's	Hearing
Social, emotional and behavioural needs	Incontinence
Communication	Learning difficulties
Palliative care	Medical
Dietary Problems	Mobility
Motor Skill & Development	Cognitive Difficulties
Visual impairment	Personal Care
Other disability / health problem	ADHD

Individual Accessibility Plans are produced for each School and 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 and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. This will include handouts, timetables, textbooks and information about the Academy and its events.

The following action plans relate to these key aspects of accessibility at Bird's Bush Primary. The plans will be reviewed and adjusted on an annual basis. New action plans will be produced every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

The accessibility plan should be read in conjunction with the relevant sections of following documents:

- Academy Improvement Plans
- Asset Management Plan
- Admissions Policy
- Anti-Bullying Policy
- Equality for Pupils Policy
- Health and Safety Policy
- Health & Safety of Pupils on Educational Visits
- Medical Treatment of Pupils Procedure
- Exclusions Policy
- SEN and Disability Policy
- Sex and Relationship Education Policy
- Safeguarding Policies and Practices
- Behaviour Policy
- Child protection policy
- Overarching Curriculum Policy
- PSHE Policy
- Teaching & Learning Policy

The action plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Governors Risk and Health & Safety. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

Curriculum policies and delivery reflect our commitment to Equality and Diversity.

The School's complaints procedure covers the Accessibility Plan.

Our School's interpretation of inclusion means that what we offer is an appropriate curriculum for the children's needs. The school may make a special effort or provision so that particular activities are available to pupils with additional needs.

The School will work in partnership with all stakeholders in developing, implementing and reviewing this plan. The Plan will be monitored by the local governing body as part of their monitoring cycle.

## 1. Improving the Physical Access

<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Achievement</b>
Ensuring access for pupils to areas of the building needed	Consider physical needs of individual pupils when operational planning of classrooms	Pupils with physical needs are placed in appropriate rooms to enable access	When needed (could be short term due to injury or long term depending on need)	SLT	Access is enabled
Provide adapted writing materials and strategies for pupils with specific physical difficulties.	SENDCo to assess individual needs. Use strategies and advice from Occupational Therapist (PHMAT and LA)	Pupil will develop better fine motor control	When needed	SENDCO	Handwriting skills and presentation improved
Provide reasonable adaptations for pupils with medical conditions and identified physical and	Individual workstations for pupils with particular needs e.g wobble cushions, sloping desks, adjustments to PE	Pupils with medical conditions and identified physical and sensory needs are enabled to access the curriculum	When needed	SENDCO	Access is enabled

sensory needs.					
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2. Improving Curriculum Access

All Perry Hall Multi-Academy Trust Schools have in place a variety of access arrangements.

Equal Opportunities practices should be evident;

- across the curriculum including extra-curricular activities;
- within the ethos of the school, SMSC, the quality of personal relationships etc.

Target	Strategies	Outcome	Timeframe	Responsibility	Achievement
Classrooms are optimally organised to promote the participation and independence of all pupils	Class teachers review classroom layout and resources	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	ongoing	All teachers monitored by phase leaders	Increase in access to the National Curriculum
To ensure that practice in our school is adapted to promote inclusion for all our children and families with a focus on those who are Autistic (including those on the assessment pathway)	Autism Awareness training	Increased awareness of strengths and difficulties of children and parents with Autism and those on the assessment pathway.	Autism Awareness Training delivered by AIT – Autumn Term 24.	SENDCO and all teachers.	A more inclusive school and social environment.
Ensure the curriculum is	SENDCO training	Dyslexia Friendly	SENDCO training	All staff aware of	Teachers are better

<p>accessible to all with a focus on developing Dyslexia Friendly Provision in 25/26</p>	<p>updated – Dyslexia</p> <p>Use strengths in existing staff - TAs</p> <p>Review and monitor system of individual Education Plans/One page profiles for children with SEND</p> <p>Staff evaluate and review curriculum lessons throughout the year, adapting when necessary to ensure access for all.</p>	<p>Staff Meetings</p> <p>1- Increase understanding of Dyslexia</p> <p>2- Increase knowledge of Dyslexia Friendly Strategies in the classroom and interventions</p> <p>IEPS reviewed termly</p> <p>Ongoing</p>	<p>Part 1 Spring 2025 and Part 2 Autumn 2025 Staff meetings</p> <p>One Page Profiles – and IEPS and profiles monitored and reviewed termly.</p>	<p>pupil's individual needs.</p>	<p>able to identify children with Dyslexic tendencies and use the Dyslexia Pathway to provide the right support at the right time and plan next steps to support. Children make better progress in their learning.</p> <p>The curriculum is accessible to all and children are more independent in their learning.</p>
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### 3. Improving the Delivery of Written Information

Target	Strategies	Outcome	Timeframe	Responsibility	Achievement
Increase use of digital media for communication	Increase use of online systems for becoming a 'paperless' organisation	The school will be able to provide written information in different formats when required for individual purposes	On going	SLT Admin	Delivery of information to disabled pupils improved  Arbor Comms and emails used as main means of communication
Develop the accessibility of information used across the school – in lessons, information sent home, newsletters and website.	Advice from agencies is utilised. Use of Widget and other visual forms to dual code where possible.	Information presented is better understood and easier to follow by the individual.	25/26	SENDCO SLT	Information to pupils (& parents) with additional needs is more accessible and independent learning is increased. Class Dojo used to communicate with parents.