



## By Brook Valley Primary School Accessibility Plan September 2024- 2025



### ***This Plan is interim pending accessibility audit recommendations***

#### **Statement of intent**

This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the governing body of By Brook Valley Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

Target/Issue	Why	What	Who	When	Outcome	Review- Next steps 2025-26
<b>Increase Curriculum Access</b>						
Increase our inclusive offer for children with a neurodivergent profile	Neurodivergent needs are rising at BBV and nationally with 33% of EHCPs being for Autism and 10% of SEN support 2023-24. <a href="https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24">https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24</a>	Participation in the Partnership for Inclusion of Neurodiversity in Schools (PINS) pilot- one of only 20 schools in Wiltshire- free access to training and support	PINS catch up meetings with SENCO- 5/12/24, 19/12/25, 6/2/25 and 6/3/25 PINS Conference for SENCO- 25/3/25  Teachers- Training- Good Autism Practice 15/1/25, Sensory Processing 22/1/25, Teacher and TAs Project Neurodiversity day 24/2/25  Children-Environmental audit 13/3/25 and Pupil Voice 11/3/25 Parents- information coffee mornings/training 19/9/24, 14/11/24 and 16/1/25.  All staff- Autism Reality Experience Bus 28/3/25		Staff have greater awareness of how to make reasonable adjustments for neurodivergent children. Highlighted environmental factors identified by children and parents. Given the opportunity to speak with an impartial person about SEN support locally. Increased staff awareness of sensory differences	PINS Project 2?  Implement outcomes of pupil voice/environmental audit.- See reports
Increase our inclusive offer for children with SEMH needs	The second most common type of need among pupils with SEN support nationally is SEMH 2023-24 @ 22.3% <a href="https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24">https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24</a>	Ongoing use of Emotional Coaching materials	All staff	All year	Children's mental health well supported	Introduce SEMH support at a whole school level- Emotional Literacy Vocabulary Progression- from PINS conference materials

Increase our inclusive offer for children with Speech language and communication needs.	The most common type of need among pupils with SEN support nationally is speech, language and communication needs 2023-24 @ 25.6% <a href="https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24">https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24</a>	Targeted S&LT support for our EYFS class and for key pupils – training and guidance provided by Molly Beech- So to Speak S&LT	Reception Class Teacher and TA TA's who run	Front loaded in Terms 1, 2 3 for Reception. Ongoing across year for other TA support	Staff in Reception upskilled and able to provide a S&LT rich environment for new starters. S&LT TA able to support key children with ongoing S&LT targets and interventions.	Train additional TAs
Increase our inclusive offer for all children	SEN Support numbers are increasing nationally but Wiltshire is increasing at a faster rate. From 2021-2022 the increase in SEN support for our statistical neighbours was 21.7%. For Wiltshire it was 43.4%. Wiltshire Council 'OPAL Broadcast' March 24	Learning Walk to evaluate the inclusivity of our learning environment	SENCO with Samantha Drewett Mainstream Inclusion School Advisor (MISA) School Effectiveness, Education and Skills, Wiltshire Council	12/3/25	Revisited and enhanced our inclusive offer	Continue adherence to our inclusive offer – See inclusive offer and report – Review again in September 2025
<b>Improve and Maintain Physical Environment</b>						
Improve the physical environment for children with a neurodivergent profile	Neurodivergent needs rising at BBV and nationally with 33% of EHCPs being for Autism and 10% of SEN support 2023-24. <a href="https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24">https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24</a> Children with neurodivergent needs often have additional sensory needs.	Participate in the Partnership for Inclusion of Neurodiversity in Schools (PINS) pilot- School Environmental Audit undertaken as part of the project	SENCO with Birgit Forstmaier-James HCRG Care Group	28/3/25	Recommendation given in report- many incorporated into practice.	See report- review recommendation that have been adopted October 2025
	The school's physical environment is accessible to all stakeholders	Audit of physical environment	Governors		School is aware of accessibility barriers to its physical environment	September 25
<b>Improve the delivery of written information about the school</b>						
Improve the accessibility of written information about the school	Management staff know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager	Autumn 2022	School is aware of accessibility gaps to its information delivery procedures	September 25
	School does makes written information accessible	School seeks advice from external advisors	SENCO	Autumn 22	School is aware of local services for converting written information into alternative formats – as need arises	September 25

	Written information is accessible to pupils with visual impairments	Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT manager	Summer 22	Written information is fully accessible to children with visual impairments – as needs arise	Summer 2024
	School website is accessible to children with SEND	Audit of website	ICT manager	Summer 22	Website is fully accessible	Summer 2025