Bude Infant School Accessibility Plan 2026 / 2027

Contents

Statement of intent

1. Planning duty 1: Curriculum
2. Planning duty 2: Physical environment
3. Planning duty 3: Information

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the hub council of Bude Infant 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 hub council 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
- Hub Councillors
- External partners

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

Next review date: September 2027

Planning duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	Action	Who	When	Outcome criteria	Review
Short Term	Enhance staff skills to effectively support pupils with SEND.	Conduct an audit of current staff skills and identify gaps in knowledge related to SEND support. Provide targeted INSET (InService Education and Training) sessions for staff members based on the audit results. Implement specific training for staff on scaffolding the curriculum to meet the needs of SEND pupils	Headteacher/ External advisors/SENCO	Spring 2027	Staff members are equipped with the necessary skills to effectively deliver the curriculum and provide support to pupils with SEND. Improvements in pupil outcomes and positive feedback from staff on the training received.	Autumn 2027
Medium term	Ensure that pupils with complex needs can access all areas of the curriculum and wider school opportunities.	Review the needs of pupils with complex SEND and identify any barriers to accessing the curriculum and wider school activities. Implement and monitor individual adaptations, resources and support strategies to enable full participation. Work in partnership with parents/carers and external	Headteacher, SENDCo, class teachers	Spring 2027	Individual provision is reviewed and adapted in response to identified needs. Staff receive appropriate guidance and training to support pupils with complex needs. Pupils with significant additional needs participate in classroom learning, school events and enrichment opportunities.	Spring 2028

		professionals to ensure provision meets pupils' needs. Provide relevant staff training and guidance to support pupils with complex needs effectively.				
	Assess and ensure the curriculum is accessible for future pupils with SEND.	Assess the specific needs of incoming pupils with SEND to determine necessary adjustments for curriculum accessibility. Review current curriculum materials and teaching methods to identify potential barriers. Make reasonable adjustments to the curriculum, such as incorporating assistive technology, differentiated instruction, and tailored learning resources. Provide training for teachers on inclusive teaching strategies and the use of assistive technologies.	Headteacher/ICT Manager/SENCO	Autumn 2028	Pupils with SEND can access lessons	Spring 2028

Planning duty 2: Physical environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	Action	Who	When	Outcome	Review
Short term	Review and ensure Personal Emergency Evacuation Plans (PEEPs) for pupils with physical difficulties are effective.	Identify all exit routes and ensure they are accessible for pupils with physical difficulties. Develop or update PEEPs to reflect any changes and ensure they are tailored to individual needs. Train staff and pupils on the emergency exit strategies and routes specific to pupils with physical difficulties. Conduct regular evacuation drills to test and refine the plans	SENDCo, teachers, teaching assistants.	Autumn 2026	Targeted pupils and all adults in school are fully aware of emergency exit strategies and routes for pupils with physical difficulties.	Autumn 2027
Medium term	Ensure the nursery provision is fully accessible and inclusive for all children.	Monitor nursery provision to identify and remove any barriers to participation for children with additional needs. Review the accessibility of indoor and outdoor learning environments annually.	SENDCo, EYFS lead, nursery manager	Summer 2027	Nursery children with SEND and disabilities are able to access learning activities alongside their peers. Any identified barriers to participation are addressed through reasonable adjustments and appropriate support.	Autumn 2027

		Ensure resources and activities can be adapted to meet the needs of individual children. Work with parents and external professionals to identify and implement any reasonable adjustments required.			Indoor and outdoor nursery environments are reviewed and adapted where necessary to meet the needs of individual children. Parents/carers report that their children are able to participate fully in nursery life. Staff demonstrate confidence in adapting provision to meet the needs of children with additional needs.	
Long term	Embed accessibility considerations within the ongoing development of the newly established nursery provision.	Monitor the accessibility of nursery provision as pupil needs evolve. Review access to indoor and outdoor learning environments annually. Ensure accessibility is considered in future nursery purchases and developments. Consult with families and professionals to identify and remove barriers to participation.	Headteacher, SENDCo, EYFS lead, nursery manager.	Summer 2028	Accessibility is considered as part of all future nursery developments and improvements. Nursery environments and resources continue to meet the needs of children with a range of abilities and needs. Any identified accessibility barriers are addressed through reasonable adjustments where appropriate. Children with SEND and disabilities can participate fully in nursery activities alongside their peers.	Autumn 20XX

Planning duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	Action	Who	When	Outcome criteria	Review
Short term	Ensure all school information is accessible to families and pupils who do not have internet access.	Develop and implement strategies to ensure that all school information is accessible to families and pupils without internet access. Identify families and pupils who do not have internet access. Provide printed copies of important information such as newsletters, event notices, and reports. Establish a phone call system to communicate urgent information directly. Ensure key documents are available in accessible formats (e.g., large print).	SENDCo, Headteacher, Secretary	Spring 2027	All families receive important school information through accessible formats such as printed newsletters, direct mail, and phone calls. Feedback from families indicates improved accessibility.	Autumn 2027
Medium term	Ensure information is available and communicated in accessible formats to meet the needs of parents, staff and visitors.	Review the accessibility of information provided to parents and carers. Ensure alternative formats can be made available upon request. Continue to use clear, accessible language in school communications.	SENDCo, Headteacher, Secretary	Spring 2027	Information is available in alternative formats when required. Parents and carers can access information in a format that meets their needs. School communications are clear and accessible.	
Long term	Ensure the school website remains fully accessible to all users, including those	Conduct a detailed audit of the school website to identify barriers preventing people with DSEN from accessing all areas.	Head of School, SENDCo, IT manager	Autumn 2027	The school website is fully accessible to people with SEND enabling them to navigate, access	

	with SEND and disabilities.	Implement necessary adjustments to the website, such as adding alt text to images, ensuring compatibility with screen readers, providing text transcripts for audio content, and optimizing navigation for keyboard users. Test the website with users who have different types of disabilities to ensure accessibility compliance. Provide training for staff involved in website maintenance on best practices for creating accessible web content. Establish a process for ongoing monitoring and updating of the website's accessibility features.			information and participate fully in online activities related to school life.	