



BP Accessibility Action Plan 2024-2027

This policy was adopted	September 2024
Reviewed by	Executive Team (Ratified by Trustees in December 2024)
Review date	June 2027

1. Increase access to the curriculum for pupils with a disability

Current good practice:

- Small classes with high student-staff ratios enable the curriculum to be highly differentiated
- A wider curriculum offer than many AP settings
- Pupil targets and APDR process established. Teaching staff proficient in the use of Boxall Profiles to support and track pupil progress, especially for those with SEMH needs.

Objective	Success criteria	Actions to be taken	Person responsible	Date for completion
Continue to maintain pupil Boxalls so that staff are more able to meet individual student needs	Boxalls in place for each student within 2-3 weeks of starting Positive staff feedback re profiles' use	Staff groups take ownership of APDR and updates Write new profile for new child Share with staff Audit practice in class	SENDCos oversee Teaching staff SLT	Ongoing
In conjunction with Aspire's approach to personal development and the wider curriculum, review the current offer to ensure it is accessible.	Curriculum enables all students to leave with the right skills and knowledge to succeed in the next stage of education employment or training.	Curriculum review Intent and assessments lead to improvements in teaching and learning for pupils with SEND.	Director of T&L HoDs	2024-2027
All staff develop a range of clear adaptations and support strategies to enable all pupils to learn effectively.	Pupils make accelerated progress from their unique starting points. Pupils with SEND are highly engaged in learning.	Training and CPD.	Director of T&L SENCO HoDs	2024-2027
There are a broad range of targeted and therapeutic interventions to support children and young people.	The intervention effectively supports curriculum access.	Development of a comprehensive approach to speech language and	Director of Safeguarding SENCO	2024-2027

		communication interventions.		
2. Improve and maintain access to the physical environment				
Current good practice: - Disabled facilities at BP are good – parking bays, access, toilets etc. - The site is all on one level with no steps. - Doorways are wide and accessible.				
Objective	Success criteria	Actions to be taken	Person responsible	Date for completion
Install an automatic door opener for front doors	Automatic door opener installed to be able to open the front door without pulling/pushing	Create a plan to upgrade the accessibility of the site.	Central MAT team	2024-2027
Review the current environment annually and ensure it is accessible.	Students and staff are able to access all areas of the school.	Central MAT team, HoS and SENCo to develop a review approach to ensure the environment is accessible. Create costed plans for further improvement.	Central MAT team HoS SENCo	2024-2027
3. Improve the delivery of written information available to students, parents, staff, and visitors with disabilities				
Current good practice: - Adapt written materials accordingly to help support the needs of the individuals - Staff are sensitive to parents and visitors needs				
Objective	Success criteria	Actions to be taken	Person responsible	Date for completion
Meetings and information shared at induction are accessible.	Information is available to support	Review the current approach to meetings and minutes. Survey existing parent to understand	HOS	2024-2027

		how accessible the meetings currently are. Develop a range of communication friendly approaches that can be used by key staff.		
Aspire are able to provide written reports that are modified to cater for a range of communication and learning differences.	Parents report that information is accessible.	Develop a range of support strategies and train staff to employ them.	Executive Team HoS Administrators	2024-2027
Review of signage at all sites to ensure visitors can find reception easily	Clear signage at all sites	Review the current signage and make adaptations as needed.	JH	2024-2027