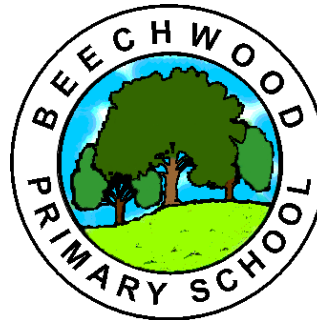


Beechwood Primary School Accessibility Plan 2023-2026



Approved by: The Governing Body

Date: September 2023

Next review due by: September 2026

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Disability as defined by the DDA is “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

SAFEGUARDING STATEMENT

At Beechwood Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Beechwood. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe. We perceive this to be part of our role in promoting core values.

“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.”

Keeping Children Safe in Education (September 2023)

School Aims

Through commitment, determination and a willingness to embrace change we aim:

- To develop independent, effective learners who are fully involved and enjoy their learning
- To create a friendly, vibrant, positive school community in which we work hard together to achieve and succeed
- To empower the whole school community by raising confidence, self-esteem and self-belief
- To build strong partnerships with parents and carers to achieve positive outcomes for our children
- To equip children with the attitudes, qualities, skills and understanding they need for success in an ever-changing, diverse world
- To ensure optimum achievement for every child.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Equality

At Beechwood Primary School we endeavour to treat everyone equally. We understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people, can do and can be.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

3-year period covered by the plan: 2023-2026

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Action Plan

1 Improving Participation in the Curriculum					
Priority	Lead	Strategy/ Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ SENDCo	Termly meetings with parents/carers SENDCo available at parents evenings Annual review meetings with SENDCO and termly ISAR reviews for funded children in Early Years Review meetings with school Speech & Language therapist (SALT) Open Door policy	Time allocated	In place and ongoing	Parents/carers fully informed about progress and engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT/ SENDCo	Epipen training – updated when required Epilepsy training – updated when required Intimate care policy and trained staff Training from SALT, SENIT (Inclusion Team), Educational Psychology Team, STARS (Autism), Sensory Support Team – requested when required Whole school Elklan training. Ongoing guidance from specialists sourced when required e.g. physiotherapists, OT, moving and handling advisors (H&S team), school nurse. Drop-in sessions with SALT available on ongoing basis.	Training time TA time allocated	In place and ongoing: Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained

		Planned opportunities to meet with parents to identify support Sensory circuit, sensory break and sensory activity training for all staff			
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SLT/ SENDCo	Strategic deployment of support staff/intervention teacher Use of ICT e.g. voice activated text To support communication: Use of Makaton, Colourful semantics Purchase & allocate other resources as needed e.g. sloping boards, wobble cushions, reading rulers, coloured exercise books, pencil grips, adapted pens, chew/fiddle toys, Ensure specialist equipment (e.g. standing frame) is checked daily and seek advice if needed Sensory circuits, Sensory breaks and Sensory activities for identified pupils	Specific apps to support learning on ipads Other resources as required	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as voice recognition Maximise use of space – identify purpose, resources, timetable etc Identify pupils who require access to provision and timetable to make best use of space and adult support.
Adaptations to the curriculum to meet the needs of individual learners	SLT/ SENDCo	Individual Provision for children on SEND Register with individual learning or behaviour targets developed and updated twice yearly including pupil and parent contributions and with input from SENDCO where required Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Individual Support Plans written by SENDCO, B squared SEND planning and assessment tool, Autism assessment framework Speech & Language therapy programmes Use of access arrangements for assessments/national test Ensure ongoing use of KAGAN approaches to support group/team work	Weekly speech therapist (SALT) OT, SENIT, Early Years team as and when required	In place and ongoing	Needs of all learners met enabling positive outcomes

		Ensure ongoing use of ELKLAN approaches to support and include pupils with S&L difficulties			
Improve educational experiences for visually impaired pupils	SLT/ SENDCo	Not a current identified need but advice will be sought if required Eg. Consult Sensory Support Team Use of magnifiers/Braille keyboards/enlarged reading materials etc as required based on identified needs	Cost of equipment	Not a current identified need but advice will be sought if required	If required suitable resources will be in place in school eg Teaching aids, white boards etc more easily seen and learning experiences of pupils are enhanced
Improve educational experiences for hearing impaired pupils	SLT/ SENDCo	Not a current identified need but advice will be sought if required Daily maintenance and use of radio aids when required Consider hearing loop/sound systems if recommended Consult Hearing Impairment Team	Installation of equipment	Not a current identified need but advice will be sought if required regular visits from sensory support team	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/ SENDCo/ Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extracurricular activities for all pupils with SEND
2. Improving Physical Environment					
Priority	Lead	Strategy/ Action	Resources	Timescale	Success Criteria

Provision of wheelchair accessible toilets	LF	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	LF	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users (downstairs area)
Improve signage to indicate access routes around school	LF	Signs indicate disabled parking bay If required in the future - wheelchair friendly routes around school	Cost of signs	In required in the future	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	LF	Ensure that pathways are kept clear of vegetation	Ground maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around interior of school	LF	Ensure school is tidy and clutter-free. Corridors and main routes through school are clear			People with disabilities can move safely around the school
3. Improve the Delivery Of Written Information					
Availability of written materials in alternative formats	Office/SLT/SENCO	Monthly news letter emailed to parents/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on the school website Provided translated documents where appropriate	Contact details and cost of translation or adaptation	In place & ongoing	All parents/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Teachers / SENCO	Not a current identified need but advice will be sought if required Seek and act upon advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font is used on documentation	Loan/purchase costs of magnifier or other specialist equipment	Not a current identified need but advice will be sought if required	Pupils able to access all school documentation