

Beecroft Primary School – Three Year Accessibility Policy And Plan

Statement:	Accessibility plan
This statement was approved:	June 2024
This statement will be reviewed:	June 2027
Headteacher:	Miss Turner

Statutory Responsibilities

1. This accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the accessibility plan over a prescribed period.
2. 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 favorably 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
3. This plan sets out the proposals of the Beecroft Primary School's Governing Body to increase the 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 physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
 - Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.
4. According to the Equality Act 2010 a person has a disability if:
 - (a) He or she has a physical or mental impairment, and
 - (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
5. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

The School's Values

At Beecroft Primary School we are committed to inclusion and to giving all our children every opportunity to achieve the highest of standards. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, 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, tolerance and inclusion.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Beecroft Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Current Range of Disabilities Within Beecroft Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder (ASD), hearing impairments and a range of allergies, such as food allergies. We have children who have asthma and all staff are aware of these children.

When children enter school with specific disabilities, the school contacts professionals for assessments, support and guidance for both the school and parents.

Accessibility Plan

Beecroft Primary School plans, over time, to maintain and increase the accessibility of provision for all pupils, staff and visitors to the school. The accessibility plan will 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 of the school and physical aids to access education.

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Below is our action plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted and monitored by governors.

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

This accessibility plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy
- Equality Objectives
- Health & Safety (including off-site safety)
- School Improvement Plan
- School prospectus on the school website

The action plan for physical accessibility relates to the access audit of the school. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

Beecroft has undergone building works and now the two levels of the school are connected by a lift. All aspects of accessibility were considered and implemented through the expansion of the school. There is a ramp into the school playground to allow ease of access for all pupils and a new wider path at the front of school has been constructed to allow parents safer access to the school grounds.

In conclusion, where pupils have specific needs, a full evaluation takes place prior to entry and reasonable adaptations are made as required. It is our intention to do our utmost to fulfil our statutory responsibilities.

Our Accessibility Plan will be published on the school website.

The plan will be monitored by Ofsted as part of their inspection cycle.

The school meets the requirements of the Disability Equality Scheme.

Approved Steve Harris

Date June 2024

Improve access to the physical environment of the school

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
External steps painted.	Painting programme.	External steps clearly marked.	Ongoing rolling programme.	All steps clearly visible.
Disabled parking.	Allocated parking spaces outside the main school entrance.	Parking available for parents and visitors.	Completed	Parking available for parents and visitors.
Re-check all areas for compliance with DDA	Monitoring to highlight further areas	Compliance with DDA	Ongoing.	Compliance with DDA

** any physical adjustments or adaptations necessary to accommodate individual pupils' needs are made as and when necessary

Increase access to the curriculum for pupils with a disability

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review layout of furniture and equipment to support the learning process in individual classes.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	All pupils have access to the National Curriculum.
Review TA deployment as needed to enable pupils to be appropriately supported	Discuss termly	Adult support is available during times that individual children may need support	Review as appropriate	Children have access to support.
Ensure all children on SEND list have an ILP	ILPs reviewed termly	ILPs are up to date and form a key part of the planning process for all pupils.	Ongoing	ILPs in place to support the needs of individual children
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	Relevant staff attend appropriate training. Outreach provision from external agencies – work with STARS.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with ASD are successfully included in all aspects of school life.
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with Hearing and Visual Impaired Services Use of hearing microphones with pupils.	All staff clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Ongoing involvement as appropriate	Hearing impaired children successfully included in all aspects of school life
All extra-curricular activities are planned to ensure they are accessible to all children	Review all out of school provision.	All out of school activities will be conducted in an inclusive environment with providers that comply with	On going	Access to all school activities for all pupils

		all current and future legislative requirements.		
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Improve the delivery of <u>written information</u>				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Clear, straight forward and simple communication with parents and community	Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, pupil post, sent via email, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained.	Clear communication with parents and community	Ongoing	Clear communication with parents and community
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to pupils and parents/carers improved.
Make available school prospectus, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly	Ongoing	Delivery of school information to parents and the local community improved.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils/parents with a visual impairment	Excellent communication	Ongoing	Excellent communication