

Accessibility Plan

The Beeches Primary School



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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	8
5. Links with other policies	8
Appendix 1: Accessibility audit.....	9

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to show how The Beeches Primary School, over time, intends to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	The school offers a broad and balance curriculum that is suitably differentiated to meet the needs of all pupils.	Maintain the school inclusive environment that makes all pupils feel welcome and included.	Share policies with staff	HT, SENCo & Curriculum Manager	Ongoing	All staff aware of school ethos and policies
	Specific resources, both physically and digitally, are used to allow all pupils to access the National Curriculum content at a level appropriate to their individual needs, ensuring it is challenging but accessible. The school uses specialist sound equipment for hearing impaired pupils and a variety of differentiated apps/books for pupils who have English as an additional language.	Ensure resources are available to staff	SMT to monitor	SMT	Ongoing	All staff to cater for the needs of pupils

	Pupils with physical disabilities are subject to an Educational Health Care Plan if appropriate, where their needs are assessed and catered for in detail.	Ensure hearing equipment enhances learning	Update EHCP/ as appropriate Maintain equipment Work with SENI services	SENCo	Ongoing	Pupils with hearing impairment access the curriculum
	Pupils with SEND have an Assess, Plan, Do, Review document to address their needs.	Increase opportunities for extra-curricular activities for pupils with physical disabilities.	Arrange sporting events through Vivacity Use Sport Premium to increase opportunities for pupils with physical disabilities	PE Lead & Curriculum Manager	Ongoing	Pupils have Increase opportunities for extra-curricular activities.
	All pupils progress is tracked. This happens informally weekly, and formally termly, through Pupil Progress Meetings. During these meetings, the provision and future arrangements are discussed and adjusted to meet any emerging needs of pupils. Targets are then set taking account of the individual needs of pupils.	Ensure individual needs are always met	Termly meetings and planning time to be arranged.	SENCo	Termly	Individual needs are always met
		Set appropriate targets for pupils with disabilities	PPM to be schedules	HT	Termly	Appropriate targets for pupils with disabilities are set.
	The school ensure staff are trained appropriately to meet the needs of all pupils.	Staff to be well-trained to cater for the needs of disabled pupils.	CPD Audit for support staff	SENCo	Annually, ongoing	Staff are well-trained to cater for the needs of disabled pupils.
	The Full Governing Body monitors and evaluates the impact of the	The Governing Body ensures that all pupils	SENCo and link governor to meet	SENCo; SEND governor	Termly, ongoing	Governors are fully informed of the

	curriculum for all pupil. The Headteacher and other senior staff regularly review this through the scope of the Monitoring and Evaluation cycle.	have full access to the Curriculum through the provision of suitable resources, including access to all areas of the school buildings and grounds.	<p>termly. Their discussions to include any accessibility issues.</p> <p>Full Governing Body to receive a termly premises report to include any accessibility issues.</p> <p>Annual “walk” around the school buildings and grounds to identify maintenance issues that may relate to accessibility.</p> <p>Full Governing Body to receive and monitor the achievement and attainment of pupils, including a breakdown identifying SEND pupils.</p>	<p>Finance Manager</p> <p>Finance Manager, Site Manager</p> <p>HT; Governors</p>	<p>Termly, ongoing</p> <p>Annual, ongoing</p> <p>Termly, ongoing</p>	impact of the curriculum on all pupils and can make the necessary decisions to ensure that access to the curriculum is fully met
Improve and maintain access to the physical environment	<p>The school meets the needs of pupils by consistently assessing and adjusting the physical environment for pupils.</p> <p>Pupils with physical disabilities have access to the same learning as their peers because reasonable adjustments have</p>	Ensure staff are regularly trained and supported in making adjustments for pupils with physical needs.	Staff questionnaire and learning walks.	HT	Yearly	Staff feel confident that their learning environment is fit for purpose for all pupils.,

	<p>been made to ensure they can safely access all rooms and activities. Teachers are regularly advised on the room layout to ensure health and safety requirements are adhered to. The school has a lift, ramps, wide corridors and adjustable equipment.</p>					
<p>Improve the delivery of information to pupils with a disability</p>	<p>The school uses a range of physical and digital resources to ensure the needs of all pupils are met.</p> <p>Pupils with a hearing impairment have specialist hearing equipment in all classrooms they work in. Use of closed captions on videos.</p> <p>Pupils with physical disabilities have a range of equipment (see EHCP) including wheelchairs and adjustable tables. The school ensures that pupils with visual impairment or EAL have large pictorial examples readily available during lessons. The school uses Britannica education to provide audio texts and translated materials.</p>	<p>Complete an audit of school signage to ensure it is accessible for all.</p> <p>Maintain current equipment and apps</p>	<p>Audit to be designed and completed.</p> <p>Regular checks on equipment to be made.</p> <p>Support and training from SENI services.</p>	SENCo	Ongoing	<p>The school will continue to offer information to pupils with disabilities in a variety of ways,</p>

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Curriculum Policy
- Behaviour Policy
- Health and safety policy
- Special educational needs (SEN)
- Supporting & Supervision policy
- School Development Plan
- Asset Management Plan

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The School is on 2 levels, Ground floor and first floor	Lift already on place for access to 1 st floor Annual statutory inspections and maintenance to occur	Site Manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough to maneuver	Corridors to be tidy and free from obstructions	All Staff	Ongoing
Parking bays	2 disabled parking bays have been provided on the school premises	Ensure visitors know of their locations if required	Office Manager / Office Staff	Ongoing
Entrances	Main school entrance has automated sliding doors	Annual statutory inspections and maintenance to occur	Site Manager	Annual
Ramps	Provided on all main entrances where a step would have been encountered	The ramps met the previous requirements in 2006 and do not meet the very latest regulations unfortunately. However as they currently provide a good level of accessibility it was proposed in 2010 that these changes be held in abeyance. This is still currently the case	Head Teacher	Ongoing
Toilets	Maintain DDA Complaint WC on both storeys. Currently 2 available one on ground floor and one on the first floor	None required		
Reception area	Reception counter split level for wheelchair access	None required		

	Bell is accessible for wheelchair users to gain attention, however the sign for it's use would be hard to read for a visually impaired person	Reprint sign in larger font	Office Manager	Sept 2024
Internal signage	Emergency signage is in place, however direction signage is limited	Short / Medium term – Staff should be trained to accompany visitors to and from their required location	Office Manager / Office Staff	Ongoing
		Long Term – Consider Directional signage	Head Teacher	Sept 2024
Emergency escape routes	Two Reception Fire Escape Doors are only 700mm wide	Short Term - Ensure Staff in the area know to use the other fire exits available in this area when evacuating people in a wheelchair	Reception Team Leader / Site Manager	Ongoing
	Emergency signage is in place	Long Term - Consider widening these doors in future years if /when development is considered or budget allows	Head Teacher	Ongoing
		Continue to ensure signs are maintained	Site Manager	Quarterly ongoing
Internal Doors	Double doors to two Year 1 classrooms have individual openings of less than 800mm	Consider replacing these doors to create a minimum opening of 800mm,	Headteacher	Ongoing to Sept 2024
Stairs	Differentiated coloured nosing on the main stair cases	None		