



# Beeston Primary School

## Accessibility Policy

<b>Agreed by Governing Body</b>	October 2017
<b>Review date</b>	October 2020
<b>Responsible for this policy</b>	L. Evans

### ***Introduction***

*Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. 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. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The current plan will be appended to this document.*

*This plan shows how Beeston Primary School intends, over time, to increase the accessibility for disabled pupils, staff, parents/carers and visitors. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.*

*The Accessibility Plan will contain relevant actions to:*

*Improve access to the physical environment of the School, adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.*

*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 other pupils. This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist auxiliary 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, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.*

## Improving access to the physical environment of school

Target	Action	Timescale	Responsibility	Success Criteria
Improve signage for people with visual impairments or others with lower sight levels (wheelchair users)	Printed signs need to be in a tonal colour. Advice sought from Access officer	Ongoing	Site team	People with visual impairment and wheelchair users aware of access to all parts of the school
Ensure that all SEND children with medical needs can be safely evacuated	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary and train in the use of evacuation aids	As and when necessary	Head/Staff/SENCO	All SEND children with medical needs and staff working with them are safe and confident in the event of a fire and all staff that may require training on the evacuation aids are trained
Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	On going	Site team/Head/Staff	All fire escapes kept clear and pupils have safe exit at all times
Disabled bay signage/markings	Keep under review the need for disabled parking.	As necessary	Site team/Head	Accessible parking bay for disabled staff & visitors
Provision/ upgrades of disabled toilets	Disabled toilets of the school accessible for adults and pupils, keep under review and continue to audit disabled toilets as necessary	As necessary	SENCO/Site team	Pupils and adults have access to a disabled toilet with reasonable adjustments to meet their needs
Any future plans for further development of the building take Equality Act issues in to account	Work with surveyors when planning modernisations.	As necessary	Head/Site team	Where it can be reasonably achieved, the school building continues to be accessible for all

### Increase access to the curriculum

<i>Target</i>	<i>Action</i>	<i>Timescale</i>	<i>Responsibility</i>	<i>Success Criteria</i>
<i>Increase confidence of all staff in differentiating the curriculum</i>	<i>Train staff in using B Squared as an assessment tool and planning tool. Feedback good practices from Y1/Y5</i>	<i>Ongoing and as required</i>	<i>SENCO</i>	<i>Raised staff confidence in implementing strategies for differentiation and meeting the learning needs of all children</i>
<i>Ensure all staff have specific training on SEND needs</i>	<i>Be aware of staff training needs. Staff access appropriate CPD/seek advice from SENCO</i>	<i>Ongoing and as required</i>	<i>SENCO/Head</i>	<i>Increased awareness and understanding of SEND</i>
<i>Reflect identified areas of need in lesson planning and delivery</i>	<i>Incorporate Quality First teaching into all planning. B Squared to be used as a planning tool and identified in teacher planning</i>	<i>Ongoing</i>	<i>SENCO/Staff</i>	<i>Improved access to curriculum for all children</i>
<i>Monitor how children with SEND are achieving academically and socially</i>	<i>Teachers to use B Squared to track and target set for children with cognition and learning as area of need. IBP for children with social, emotional and mental health as area of need</i>	<i>Ongoing</i>	<i>SENCO/Staff</i>	<i>Personalised learning plans/IBP to monitor how children with SEND are achieving academically and socially. Parents/Carers involved in process</i>
<i>Ensure all children on SEN register have a provision map in place</i>	<i>Provision map is up to date and forms a key part of the planning and assessing process for all staff</i>	<i>Review annually</i>	<i>SENCO/Staff</i>	<i>Provision maps in place and highlighted to support the needs of individual children</i>