



# Beeston Primary School

## Accessibility Policy

<b>Date agreed by Governing Body</b>	January 2020
<b>Review date</b>	January 2023
<b>Person(s) responsible for this policy</b>	Mrs L Jackson and Miss G Kaur

### Accessibility Plan

Adopted: January 2014

Policy date: January 2020

#### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disabilities (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- Are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children aged three years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Beeston Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.



Our special educational needs policy outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and the school’s publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our Inclusion/SEND Policy for an outline of our full provision to support pupils with SEND. The school’s Inclusion/SEND Policy and publication of equality information and objectives can be found and accessed via the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

<b>Priority area</b>	<b>Short term</b>	<b>Outcome</b>	<b>Medium term</b>	<b>Outcome</b>	<b>Long term</b>	<b>Outcome</b>
Staff training	Training for staff to deliver a range of short term interventions such as phonics, handwriting and maths.	Improvements in the provision provided for children who have cognition and learning needs. Members of staff have increased confidence and skills in working with children who have cognition and learning needs. Children with cognition and learning needs will make accelerated progress within the curriculum areas.	Review whole school current behaviour systems and procedures to ensure that it is fit for purpose and reflects our current pupil community.	Pupils with SEMH needs are supported appropriately through the use of a whole new school behaviour system., A reduction in behaviour incidents will be evidenced.	Staff ensure that pupils embed key concepts in their long-term memory and apply them fluently.	Pupils will confidently use a range of effective strategies to support and embed long-term learning.

Teaching and learning	Ensure that tracking of pupils with additional needs and those working below expected levels are tracked effectively	Pupil progress is evident through the use of B Squared and is monitored on a regular basis in line with the monitoring cycle.	Teaching and Learning reviews have a specific focus on disadvantaged and SEND pupils.	School leaders ensure pupils have access to a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.	Analysis of statutory outcomes is used to plan long term provision such as staffing and resources.	Staffing and other resources will be deployed effectively to ensure that Beeston Primary School are able to respond using the graduated approach (as outlined in the Inclusion/SEND Policy).
School estate –minor capital expense	Improve the learning environment for all pupils throughout school- displays and interactive resources.	All pupils regardless of needs able to access information or resources from the learning environment to enhance all areas of learning within the classroom.	Ensure staff/volunteers/visitors with disabilities have access to appropriate furniture such as table and chairs at the right height.	Adults able to perform work tasks through reasonable adjustments to work place environments.	Raise standards in core areas.	New teaching resources purchased and used to enhance English. Use of Power of Reading approach to enhance English curriculum throughout school. Audit of reading scheme books to improve quality and quantity of reading materials available.
School estate – major capital expense			Ramps into school to be updated to change the gradient of the ramp into school to make it accessible for our wheel chair users.	All members of school will be able to access all areas of the school building.	School library to be built and to be DDA compliant.	All pupils will have access to a school library.

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.