



# Beeston Primary School

## Accessibility Policy

<b>Date agreed</b>	February 2024
<b>Review date</b>	February 2027
<b>Person(s) responsible for this policy</b>	Mrs L Jackson, Mrs L Fielding

### **Summary**

This policy is in reference to ensuring Beeston Primary School is socially and academically inclusive.

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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:

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

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.

At Beeston Primary School we believe that all children should receive equal access to the full school curriculum and wider school experience regardless of first language, disability, race, gender, cultural or socio-economic background. We believe that every child has the right to equality of outcome and to achieve their full potential. In order to achieve equity we use positive action and reasonable adjustments to ensure all stakeholders have an equal chance to achieve, participate and fulfil their roles in school and the wider community. We welcome our responsibilities under the Equality Act 2010.

At Beeston Primary, we aim to create a diverse curriculum which reflects the diversity of our pupils, our local and wider community. We celebrate diversity by learning about a broad range of historical and current figures in all walks of life. This provides the opportunity to see a wide range of humanity, see people to which they can aspire that are similar to themselves and develop tolerance and understanding of people with different beliefs, religions, genders, abilities and sexual orientations.

The school is committed to proving equality of opportunity for all irrespective of:

- Age
- Disability
- Gender (Sex)
- Gender reassignment
- Pregnancy and maternity
- Race or racial group (including colour, nationality and ethnic origin or national origins)
- Religion or belief
- Sexual orientation
- Marriage and Civil Partnership

At Beeston Primary School we aim to promote equality and develop positive relationships, by tackling any form of discrimination. As part of our duty under the Equality Act 2010 and the Public Sector Equality Duty we aim to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics.

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.

The school supports any available partnerships to develop and implement the plan. They work with a range of outside agencies which offer support in ensuring the development of the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school through range of methods of information gathering, including committee meetings, parent questionnaires, pupil voice questionnaires and groups such as School Council and Junior Leadership Team.

## **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 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers an adaptive curriculum for all pupils</li> <li>• We use finely graded assessment tools to assess all pupils to ensure learning opportunities are accurately pitched</li> <li>• A range of resources are available which are tailored to the needs of individuals who needs support to access the curriculum</li> <li>• The curriculum is reviewed regularly to make sure it meets the needs of all pupils</li> <li>• We use a variety of methods to monitor pupils with SEND to ensure they are accessing the very best provision</li> <li>• A small number of pupils have access to provision designed especially for those with more complex needs who would otherwise find access to the curriculum challenging.</li> <li>• We work closely with a range of outside agencies who support both children and staff to ensure access to the best provision</li> <li>• Our staff access regular CPD opportunities relating to SEND</li> </ul>	<p>Short Term To raise standards and accelerate progress in Writing for targeted pupils with SEND.</p>	<p>Track targeted pupils with SEND through pupil progress meetings Identify pupils, including those with SEND, through pupil progress meetings pupils who need to access Bespoke Learning Opportunities CPD for all staff in effective differentiation strategies, bespoke provision and other strategies to support pupils in school Ensure robust cycles of whole school monitoring of SEND and the provision in place Ensure Individual Provision Maps (IPMs) for all pupils with SEND which include details of different types of provision in class. Use Pupil and Recovery Premium in part to support those with SEND.</p>	BT, ZP, LJ, LF	July 2024	For SEN pupils, in each cohort, agreed <sup>*1</sup> targeted pupils achieve accelerated progress and all other pupils meet their Personalised targets.
		<p>Medium Term To embed the 'Graduated Approach Toolkit' to ensure high quality provision for all pupils with SEND</p>		LJ, LF	July 2025	Staff will be able to access a wide range of information about pupils with SEND in easily accessed electronic format to ensure consistency of provision and of information sharing. Improved communication and stakeholder engagement from parents and pupils Pupils with SEND will achieve better across the curriculum.
		<p>Long Term To raise standards and accelerate progress across the curriculum for all pupils with SEND.</p>		NE, SN, BT, LJ, LF	July 2027	

<sup>1</sup> Agreed in pupil progress meetings

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>Our environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps on entry to school and indoors to enable access to most parts of the building</li> <li>• Corridor width is DDA compliant</li> <li>• Disabled parking bay</li> <li>• Accessible toilets and two separate changing/hygiene facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Access to adjustable furniture such as height adjusting desks</li> <li>• Access to a range of resources such as equipment to support those who are considered Hearing Impaired and mobility aids such as walking frames where needed</li> </ul>	<p>Short Term To further develop The Snug (communication and Interaction base)</p>	<p>Outside agency professional such as SENIT/EP Team to support with further developing learning and curriculum opportunities. CPD provided for staff.</p>	LJ	July 2024	<p>Staff will have opportunity to assess children using finely graded assessment tools in a developmentally appropriate setting. Pupils accessing The Snug will make accelerated progress towards their personalised targets. Staff will feel confident in the support they are offering.</p>
		<p>Medium Term To develop an outdoor space/sensory garden area</p>	<p>Grant to be applied for. Current quad to be cleared and made safe for access by children. Range of outdoor resources and equipment to be ordered and installed.</p>	CC/LC	July 2024 – ongoing	<p>Sensory garden is set up and accessible by a range of children from across school. Children are making excellent progress as a result of accessing provision.</p>
		<p>Long Term To remodel the Breakfast Club area to provide accessible kitchen area and a further space to support those with Communication and Interaction needs.</p>	<p>Remodel designed and carried out in conjunction with LCC Services. Resources/equipment ordered to adequately resource the spaces. Staffing and children identified to facilitate the Communication and Interaction space.</p>	JO/LJ	September 2024	<p>Kitchen area is remodeled and accessible for wheelchair users and separate from the Communication and Interaction space. Two spaces with a focus on Communication and Interaction are now available for children from across school.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Induction loops</li> <li>• Adaptive technology such as use of earphones and tools such as Widgit</li> <li>• Use of different coloured overlays or paper</li> <li>• Access to RNIB Bookshare to support pupils with visual impairment in accessing adapted texts</li> </ul>	<p>To continue to develop and use strategies to support delivery of information for those with disabilities</p>	<p>Continue to assess individual needs, plan and implement appropriate strategies to ensure information is accessible for individuals. Continue to work with outside agencies where appropriate to ensure that appropriate strategies are used for children's varying needs.</p>	<p>LJ, LF</p>	<p>July 2024 - ongoing</p>	<p>Children will have access to information through a range of strategies and adaptations.</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 reviewed by the headteacher who will delegate responsibility to Mrs Jackson and Mrs Fielding (SENCOs)

It will be approved by the Governing Body.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy