



# **Beech Grove Primary Accessibility Plan 2023 – 2026**

## **Purpose**

Under the Equality Act 2010 all schools/academies 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.

## **Scope**

The Accessibility Plan contains relevant and timely actions to:-

- 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or educational visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the accessibility of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about school events. The information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with other related Beech Grove policies and guidance documents.

## **Ethos and values**

Beech Grove Primary School and the Local Authority is fully committed to meeting the requirements of both the Equality Act 2010, as applicable to those staff, pupils and members of the public who have restricted:

Mobility	Physical co-ordination
Manual dexterity	Contenance
Ability to lift, carry or move everyday objects	Speech, hearing or eyesight
Cognitive ability, memory, or ability to learn,	Risk perception or physical danger
Concentration or understanding	

We have made a clear commitment in our values, vision and ethos statement that we are a fully inclusive school, and respect and celebrate diversity and difference.

It is the responsibility of the Head Teacher to **make any and all reasonable adjustments** as necessary to the school and its infrastructure, so that:

- No person accessing the school site is served less favourably by way of their disability, or unable to access any necessary part of it.
- Any person with a disability is able to play a full and active part in all aspects of school life.
- Any pupil with a disability has equal and full access to all aspects of the curriculum and its delivery, as well as extra-curricular activities.
- No pupil's standard of attainment or achievement should be compromised as a result of disability.

### **Monitoring and Evaluation**

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by Governing Body and published on the school website.

At Beech Grove Primary, the Accessibility Plan will form part of the Finance and Resource Committee work and will be monitored by the Head Teacher and Governors. The Accessibility Plan is structured to complement and support a number of Beech Grove policies.

### **Management and process**

The accessibility plan will be managed and co-ordinated on a day to day basis by the Head Teacher, Senior Leadership Team and SENDCo ensuring that:

- The individual needs of pupils will be assessed prior to admission to the school
- Relevant staff will work closely with parents and other agencies to agree the most appropriate support for pupils with disabilities. Multi-agency meetings will be held as necessary to share knowledge and information and review the effectiveness of provision.
- Every effort will be made to include pupils with a disability into all activities, and where possible, aids will be provided and additional resources devoted to ensure this is the case.
- Any strategies put in place will be shared with those affected, monitored for effectiveness and adjusted accordingly as a result of changing circumstances.
- Information on the specific needs of pupils with a disability will be disseminated to all relevant staff either in hard copy, by email, or in person.

## **Physical Access**

There is excellent physical accessibility to all areas within Beech Grove Primary. The building within the school site has the following features:

- Non-stepped or gradient ramp access/egress
- Adequate space in circulation areas
- Disabled access toilets and changing facilities
- Disabled access to all communal and eating areas

This is be further enhanced by:

- Assessing the safety needs for pupils with a disability (P.E.E.Ps) that may affect their physical or emotional well-being. This will inform further modifications as reasonably practicable.
- Continually reviewing the environment of the school and the way we plan, prepare and deliver the curriculum, adapting to the needs of new users of the school's facilities.

The requirements of the Disability Discrimination Act will be taken into account when planning any changes to the premises (including minor improvements) as we develop and expand the school's facilities.

## **Organisation and access to the curriculum**

The school has an ethos of making pupils feel safe and treating all stakeholders with dignity, regardless of their disability. All pupils have access to a diverse and enriching curriculum, which may be modified where necessary, according to individual need. We will also undertake the following actions:

- Developing an understanding of disability with all pupils through positive role models across the curriculum
- Avoiding using stereotypes
- Developing language that emphasises the person rather than the disability
- Continually reviewing our extra-curricular and enrichment provision to ensure all pupils with a disability can be included, and where this is not possible, providing learning experiences which promote similar development of knowledge and understanding.
- Where reasonably practicable, prescribed medical procedures will be followed to ensure equality of access for pupils, carried out by appropriately trained staff.

### **Improving information to pupils, staff, parents/carers and visitors**

- Any learning materials provided to pupils will be modified by teaching staff to take account of their disabilities and maximise progress. Ongoing professional development will be given to staff in response to our self-evaluation and particular needs of needs.
- Where a physical modification is needed to improve information sharing (e.g. projector software for visual impairment, radio-aid for hearing impairment) we will work with relevant agencies to seek funding and train staff and pupils.
- We will accommodate parents with a disability or other needs to the best of our ability by providing additional services as needed. (e.g. ensuring there is a sign language interpreter at meetings, ensuring text is provided in large print, allocating a key member of staff to communicate essential information where literacy is a barrier).

## Beech Grove Primary – 3 year Accessibility Plan 2023-26

Strand 1: Improving the physical environment Objectives	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
All new building work and alterations to existing buildings will consider the needs of people with a disability and/or sensory impairment.	Audit needs as part of any arising site works.  <b>Delegated Budget share</b>	Improved access to site with full access to all parts of the school (including increasing scope to expand).  School fully complies with Fire Regulations and Health & Safety Regulations.	SLT & SBM	Governing Body
Provide ASD /dyslexia friendly classrooms, where need is identified	Enlist specialist staff to advise on making classrooms and resources more accessible to Autistic / Dyslexic learners  <b>Notional SEND budget/ High Needs Funding</b>	Removal of potential barriers to learning  Lessons demonstrate a knowledge of diversity	HT & SENDCo	Governing Body  <hr/>

Strand 2: Improving access to the curriculum Objectives	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
<p>Ensure all staff have full information about pupil needs</p> <p>Ensure all staff are aware of the routes of enquiry should they take to access further information</p>	<p>Update care plans for children with a disability and incorporate diagnoses into SEN Support Plans where appropriate.</p> <p>Ensure that the classroom is optimally organised for disabled pupils and/or those with medical or sensory needs.</p> <p>Review transition arrangements to enhance links with secondary SENCos. To proactively liaise with feeder secondary schools to aid the sharing of information at the earliest point. To identify additional transition opportunities for pupils who may need further support transferring to secondary school.</p>	<p>All staff are fully aware of pupil needs and updated with any changes. As a result of this, pupils' needs are effectively met upon entry to Beech Grove Primary. All pupils with a disability have full access to the curriculum and are making progress in line with their expectations.</p>	<p>HT &amp; SENDCo</p>	<p>Governing Body</p>

<p>Consider the roles of staff and ensure all teachers are fully skilled in adaptive teaching for pupils with a disability.</p>	<p>The roles and deployment of staff are reviewed annually in line with job descriptions, performance management and career progression.</p> <p>Provision of CPD on learning difficulties and disability through staff meeting time and PD days. (ongoing)</p> <p>Monitoring through work scrutiny and lesson observations. (ongoing)</p>	<p>Staff are confident fulfilling the roles for which they are employed and all pupils with a disability are fully able to access the curriculum and are making expected progress.</p>	<p>HT &amp; SENDco</p>	<p>Governing Body</p>
<p>Ensure pupils with a disability which affects behaviour (e.g. ADHD) have appropriate and effective provision to enable them to access the curriculum</p>	<p>Evaluate behaviour needs of pupils and adjust the curriculum to promote improved behaviour. (ongoing)</p> <p>Regularly review progress. (ongoing)</p> <p>Provide Behaviour Support plans to suit needs of pupils. (ongoing – regularly reviewed)</p> <p>Whole school Team Teach training.</p> <p>Access additional training for behaviour mentor and pastoral staff as required.</p> <p><b>Delegated Budget share</b></p>	<p>Pupils whose behaviour is as a result of their disability receive specialised support to improve their behaviour and access a curriculum appropriately to their needs. They make expected progress. Accurate records are maintained, and improved data assists with whole school planning.</p>	<p>HT, SENDco &amp; Behaviour Mentor team</p>	<p>Governing Body</p>



<p>Providing information for disabled or sensory impaired pupils in alternative formats where needed</p>	<p>Information, such as homework, worksheets and teacher marking/feedback, will be provided in an accessible form where needed.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• written information to be available in larger font sizes</li> <li>• pictorial supporting images to be used where possible</li> <li>• use of colour to differentiate and make text easier to read</li> <li>• written feedback to be discussed verbally with pupils</li> </ul>	<p>Removal of potential barriers to learning</p>	<p>HT &amp; SENDCo</p> <p>All teaching and learning staff</p>	<p>Governing Body</p>
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Strand 3: Improving provision of information to all stakeholders	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
Increased availability of written material in alternative formats (when requested).	<p>Include a statement on the school website that all official documents can be produced in alternative formats, including translation.</p> <p>Typical information to consider:</p> <ul style="list-style-type: none"> <li>• Provide parents with information in various formats and languages.</li> <li>• Staff available to discuss with parents should they be struggling to access information</li> <li>• Interpreter used when required</li> </ul> <p><b>Delegated Budget Share</b></p>	<p>All parents are aware of this service.</p> <p>Improved communication with parents/carers.</p>	HT & SENDco	Governing body

<p>Ensure medical needs of pupils are well understood and plans are in place for them.</p>	<p>Annual audit of medical needs</p> <p>Identify and implement training plan for first aiders. All support staff trained in Paediatric First Aid. Training in any other Health/disability issues as identified (eg Diabetes, Epilepsy).</p> <p>Follow graduated response for pupils with significant medical conditions where this impacts on cognition.</p> <p><b>Delegated Budget Share</b></p>	<p>All relevant staff are aware of pupils' medical needs and plans are clear and implemented effectively. Staff training is implemented where necessary. Staff confident and competent to safely support the needs of all pupils.</p>	<p>HT &amp; SENDCo</p>	<p>Governing Body</p>
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