

# Accessibility plan



<b>Approved by:</b>	The Governing Body	<b>Date:</b> January 2021
<b>Last reviewed on:</b>	January 2021	
<b>Next review due by:</b>	January 2024	

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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 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. At Beever Primary School we are committed to ensuring that all of our children achieve their full potential. We work hard to remove any barriers that may be affecting learning and aim to provide all children with the support they need to make progress and succeed.

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.

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, teachers, other health professionals e.g. visual impairment service, physical development service.

## 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 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	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 a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• SEND audit is carried out annually to ensure all pupils needs are being met</li> </ul>	<p>Training for specific staff including speech &amp; language and medical</p> <p>Use of ICT equipment</p> <p>Variety of curriculum resources</p>	<p>Audit of CPD needed.</p> <p>Teachers to be given further opportunities to access ICT training where appropriate</p> <p>Curriculum resources updated and replaced</p> <p>Audit of SEND provision</p> <p>Structured conversations help with parents, teachers and SENDCo</p> <p>Pupil voice sought and reflected on</p>	<p>SENDCo</p> <p>Class teachers</p>	On going	All children access the curriculum fully regardless of their individual level of need

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>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Raised level flooring with hazard tape</li> <li>• Trees/posts with bright coloured markings</li> </ul>	Classrooms are accessible and allow every child to access the curriculum	<p>Meetings arranged where appropriate to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural / physical needs</p> <p>Ensure the steps within classrooms have visual discriminators</p>	<p>SENDCo</p> <p>Class Teachers</p> <p>Site manager</p>	On going	Children can physically access the school and classroom effectively.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure 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>• Ipads to screen share IWB with visually impaired children</li> <li>• Writing aids/sloped boards</li> <li>• Communication in Print</li> </ul>	Learning is accessible by all children	<p>Visual timetables are used to enable specific children to understand structure of the school day and now &amp; next.</p> <p>Screen share software installed onto specific ipads around school</p>	<p>SENDCo</p> <p>Class teachers</p> <p>IT support</p>	On going	Children with specific communication needs understand information in their classroom and school.



## 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 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
- Supporting pupils with medical conditions policy