



*'Working together to achieve our best in a safe, nurturing environment'*

## Accessibility Policy

|                            |                    |                           |
|----------------------------|--------------------|---------------------------|
| <b>Approved by:</b>        | The Governing Body | <b>Date:</b> January 2024 |
| <b>Last reviewed on:</b>   | January 2024       |                           |
| <b>Next review due by:</b> | January 2027       |                           |

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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 pupils with disabilities

Beever Primary School treats all of its pupils fairly and with respect as set out in our STAR Values: Safe, Team player, Aspirational, Respectful. 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. Through self-review and Continuous Professional Development (CPD), we aim to enhance knowledge, skills and understanding to promote excellent teaching and learning for all children. We strive to meet every child's needs within mixed ability, inclusive classes. It is a core value of our school that all children are enabled to participate fully in the broader life of the school.

The plan will be made available online on the school website, and paper copies are available upon request.

Beever Primary 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 <b>curriculum</b> for pupils with a disability | <ul style="list-style-type: none"> <li>• Our school offers a curriculum that is adapted to meet the needs of 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> | To increase the confidence of all staff in adapting the curriculum         | Regular CPD in staff INSET<br>Opportunities for peer support<br>Coaching         | Headteacher<br>Deputy Headteacher<br>SENDCO | On-going and as required    | Raised staff confidence in strategies for adapting learning and increased pupil participation.           |
|   |  | To ensure teaching staff have access to appropriate training opportunities | Training delivered by QEST<br>Regular CPD in staff INSET                         | SENDCo                                      | Ongoing                     | Raised confidence of teaching staff in meeting the needs of all children.                                |
|   |  | To ensure support staff have access to appropriate CPD opportunities       | Weekly CPD for TA's<br>SALT Training as appropriate                              | SENDCo                                      | On-going and as required    | Raised confidence of support staff and enhanced support for children.                                    |
|   |  | To utilise assistive technology to support learning                        | Seek support from SAPSS as appropriate   | SENDCo/SHT                                  | As required                 | Wider range of learning opportunities for children, increased use of resources, greater staff confidence |
|   |  | To ensure that all educational visits are accessible to all                | Staff to visit all venues prior to booking to ensure they are accessible for all | Class teachers                              | As required                 | All pupils in school able to access all educational visits and take part in a range of activities        |

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|--|---|--|---|---|-----------------------------|---|
| Improve and maintain access to the <b>physical environment</b> | <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 bay</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> | To ensure all school staff are aware of the individual needs of children with a disability | <p>To create access plans / Individual Health Care and Medical Action Plans for individual pupils if required</p> <p>To share access plans with parents/carers, and staff as required</p> | Headteacher/<br>Deputy Headteacher/<br>SENDCo           | As required                 | Staff will understand the needs of individuals and the adjustments required to ensure the environment is fully accessible |
|  |   | Layout of school to allow access for all pupils to all areas                               | Consider needs of disabled pupils, staff, parents/carers or visitors when considering any redesign  | Headteacher/<br>Governors/<br>site staff/<br>SENDCo     | As required                 | Any redesigned buildings or rooms will be accessible to all.  |
|  |   | To ensure the building and grounds are accessible to all                                   | <p>Audit the school site annually to ensure ease of access</p> <p>Ensure the steps within classrooms have visual discriminators</p>   | Headteacher/<br>Deputy Headteacher/<br>Business Manager | Ongoing                     | Disabled visitors will have easy access to all parts of the school.   |

| AIM  | CURRENT GOOD PRACTICE  | OBJECTIVES  | ACTIONS TO BE TAKEN   | PERSON RESPONSIBLE  | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA  |
|--|--|---|---|---|-----------------------------|---|
| Improve the <b>delivery of information</b> 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>• IT/paper copies</li> <li>• Translators</li> </ul> | Review information to parents/carers to ensure it is accessible                                     | <p>Provide information in plain English without jargon, wherever possible</p> <p>Use clear print for all letters sent home</p> <p>To use translators/signers where needed</p> | <p>SENDCo</p> <p>Class teachers</p> <p>IT support</p>   | Ongoing                     | Information provided will be clear  |
|  |  | Annual Review and Pupil Centered Review meetings convey information to be as accessibly as possible | Continue to develop person centered approaches, including One Page Profiles, and 4+1 Reviews with limited jargon.   | <p>SENDCo</p> <p>Class teachers</p>   | Ongoing                     | Documents will be clear for all   |
|  |  | School documents and letters to be available in alternative formats                                 | The school will make itself aware of the services available through the LEA for converting written information into alternative formats.                                      | <p>Headteacher/</p> <p>Seputy Headteacher</p> <p>SENDCo</p> <p>Class teachers</p> <p>Office staff</p> | Ongoing                     | Delivery of information to pupils and parents/carers improved. School information available to all. |



## 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 and Disabilities (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy