



Beanfield Primary School

Accessibility Policy

Updated - October 2020

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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 academy 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 Beanfield Primary we have a vision that all children should be entitled to explore, discover and dream. We have 5 school values, one of which is respect. Pupils, adults and families are all encouraged and expected to treat others with courtesy and to make others feel good about themselves. We also promote the value of cooperation where learning behaviours such as sharing, turn taking, teamwork, awareness of others' needs and encouraging others are all celebrated.

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

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan. As an academy within the Brooke Weston Trust, we abide by the Accessibility Guidelines outlined in this document: [Brooke Weston Accessibility Policy](#).

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Assemblies reflect the inclusive values and ethos which Beanfield Primary Academy promotes.</p> <p>Using specialist teachers and TAs to support learning and to give pastoral and inclusion support.</p> <p>Teaching Assistant (TA) deployment is used to cover a mix of curriculum</p>	<p>To raise the profile and knowledge of learning needs which are ‘invisible’ E.g. autism, anxiety and depression for both staff and pupils.</p> <p>To provide all school staff with appropriate training to support needs of children with ‘invisible’ needs.</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>PSHE lessons and assemblies to provide information around ‘invisible’ needs.</p> <p>Buddy schemes to support vulnerable pupils.</p> <p>Staff meetings with specific focus on invisible needs and how to support children in these areas.</p> <p>Staff training to focus on disability equality and inclusion to raise awareness.</p>	<p>CS (Director of SEN)</p> <p>HP (Specialist Provision Curriculum lead)</p> <p>GC (EYFS/KS1 Mainstream SENCO)</p> <p>KG (KS2 Mainstream SENCO)</p>	<p>July 21</p>	<p>Pupils and teachers will be informed about the practical and emotional issues related to mental health.</p> <p>Staff will be informed about disability equality and what it means for the Beanfield</p>

	<p>and learning needs.</p> <p>Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The school environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor widths • Disabled parking bays • Disabled toilets and changing facilities • The outside play areas and nature walks provide accessibility for wheelchair users • Provision of lifts and accessible entrances to all areas of school • Provision of school accessibility minibus 	<p>To ensure that future site development and alterations both internally and externally are implementing best practice in accordance with the Equality Act 2010 and to promote inclusion of all pupils.</p>	<p>All proposed school development projects will be looked at to ensure best practice is being implemented for accessibility in accordance with appropriate guidance.</p> <p>Alterations to site such as flooring, decoration and upgrading projects will implement best practice for accessibility in accordance with appropriate guidance.</p> <p>Regular Accessibility and Health and Safety walks to be completed with the Health and Safety Officer and Site Manager.</p> <p>Work with Occupational Therapy to consistently improve the learning environment for individual children e.g. table and chair types/sizes</p> <p>Refurbish Disabled WC to ensure compliance with</p>	<p>FB (Site Manager)</p> <p>CS (Director of SEN)</p>	<p>September 2020</p>	<p>All areas of the school are accessible to all pupils when required.</p> <p>Evacuation Plans are regularly reviewed for pupils and adults with disabilities as well staff working with disabled pupils.</p> <p>All school development projects ensure best practice is being implemented for accessibility in accordance with appropriate guidance.</p>

			<p>policies.</p> <p>Ensure all door edges are differentiated in colour from door and architrave within Specialist Provision to support children with sensory needs.</p> <p>Alarms to be fitted with visual cues as well as audio.</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Audio stories and resources • Interactive whiteboards • Symbol based communication systems. 	<p>All pupils, staff and visitors to the school are able to access information.</p>	<p>Pictorial or symbolic representations to be displayed to aid navigation around the school site.</p> <p>To provide a hearing induction loop for reception visitors.</p> <p>Improve resources available for pupils with visual impairments e.g braille translation software and braille based resources.</p> <p>Implement dictation software on to computer systems used with pupils with specific needs.</p>	<p>CS (Director of SEN)</p> <p>HP (Specialist Provision Curriculum lead)</p> <p>GC (EYS/KS1 Mainstream SENCO)</p> <p>KG (KS2 Mainstream SENCO)</p>	<p>September 2020 for current children on roll</p> <p>Immediately for new SEN children arriving once assessed</p>	<p>Pupils, staff and visitors will have effective communication delivery methods.</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 approved by the Principal, in conjunction with the Health and Safety Link governor.

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) clause 65
- Supporting pupils with medical conditions policy

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

Appendix 1: Accessibility Audit

Statement			
Key personnel/groups consulted about accessibility issues	Charlie Smith/Frank Burton		
Actions approved on	5 th October 2020		
Signed	Sam Eathorne	Principal	
Review date	5 th October 2021 (Annual check)		
Participation and learning			
Question	Yes	No	Action required
Do staff have the necessary training to teach and support those with a disability?	X	<input type="checkbox"/>	All Teaching staff and Support staff access training regarding SEN/D policy and it is continually updated annually or when necessary. Pupils with specific disabilities and/or medical conditions have their needs detailed in Individual Care Plans and staff are trained as necessary.
Are there opportunities for all to achieve, including in music, drama and physical activities?	X	<input type="checkbox"/>	A fully inclusive curriculum is delivered to all pupils including sensory circuits and a life skills curriculum.
Do staff recognize and plan for the additional time and effort needed by those with disabilities?	X	<input type="checkbox"/>	This is taken into account in all areas of the curriculum and extra time and support is given to children with SEN/D in line with statutory testing requirements e.g the use of scribes.
Are alternative experiences made available for those who cannot participate in particular activities given alternative experiences?	X	<input type="checkbox"/>	Alternative arrangements and activities are in place for any pupil who is unable to participate (i.e. short term disability – broken limb)
Has ICT equipment been fitted with additional software/hardware to allow access by those with a disability?	X	<input type="checkbox"/>	Yes – all departments now have interactive whiteboards and access to touch screen learn pads.
Are outings and visits accessible to all?	X	<input type="checkbox"/>	Yes, where necessary additional adults, alternative modes of transport/ disability minibus would be used, detailed in the Risk Assessment.
Do staff have high expectations for all?	X	<input type="checkbox"/>	
Do all staff strive to remove barriers to learning and participation?	X	<input type="checkbox"/>	
Are reasonable adjustments made where necessary, and is there provision of auxiliary	X	<input type="checkbox"/>	Reasonable adjustments are in place where necessary and the provision of an induction

aids and services where need is identified?			loop is on action plan.
Design of the premises			
Question	Yes	No	Action required
Is the layout accessible in:	<input type="checkbox"/>	<input type="checkbox"/>	
• learning areas	X	<input type="checkbox"/>	Classrooms are generally accessible and ramp and lifts are in place to improve access to upper levels and outside areas.
• sporting areas	X	<input type="checkbox"/>	School hall, outside playgrounds, KS1 grass and nature walk areas have wheelchair accessible entrances and pathways.
• social areas	X	<input type="checkbox"/>	Dining hall, sensory room, soft play and playgrounds are all accessible
• play areas?	X	<input type="checkbox"/>	School hall, outside playgrounds, KS1 grass and nature walk areas have wheelchair accessible pathways.
Can wheelchair users move freely around premises?	<input type="checkbox"/>	X	Staff to be made aware that wheelchair access to the playing field would be by the lower gate at the school entrance.
Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed?	X	<input type="checkbox"/>	4 disabled toilets and 2 changing rooms are accessible, both equipped with hoists and slings.
Are showers available?	X	<input type="checkbox"/>	A shower room is accessible in EYFS area. Both changing rooms have showers.
Are pathways around the premises safe and well signed?	X	<input type="checkbox"/>	
Are parking arrangements appropriate and safe for disabled access?	X	<input type="checkbox"/>	Disabled parking bay is available in school carpark which is a distance of approximately 75m from main entrance Disability transport Drop off zone is available to designated Parents and Pupils.
Are emergency and evacuation systems appropriate for all?	X	<input type="checkbox"/>	Individual care plan pupils have their own protocol – staff who work with these children are aware. Regular practices are held and outcomes reviewed to ensure systems are appropriate for all.
Are alarms accessible to all (ie via flashing lights as well as sirens)?		X	Alarms are only audio. Consideration of flashing lights to be fitted to alarms within DSP on action plan.
Are signs suitable for those with sensory impairment (ie using Braille, tactile surfaces, or audio)?	<input type="checkbox"/>	X	To be reviewed site wide.
Are signs clear and simple?	X	<input type="checkbox"/>	
Does décor provide appropriate contrast and harmony for those with visual impairment, autism or epilepsy?	X	<input type="checkbox"/>	Contrasting edging on steps/ramps to be reviewed. Lighting in classrooms is appropriate. Any problems with flickering lights or interactive whiteboards are reported

			and fixed immediately, suitable and varied backgrounds are used on IWB.
Are all areas well lit?	X	<input type="checkbox"/>	
Are steps taken to reduce background noise for those with a hearing impairment?	X	<input type="checkbox"/>	Sound systems fitted in 2 specialist provision classes. Other areas identified on action plan based on needs of new admitted children.
Is furniture and equipment selected, adjusted and located appropriately?	X	<input type="checkbox"/>	Specialist seating has been sourced for individual pupil with disability. Reception area has a wheelchair compliant counter.