

Beaconside Primary and Nursery School Accessibility Plan



Approved by: FGB Committee

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5

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.. Beaconside Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objectives	Protected Characteristic	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
<p>To ensure the school is accessible to all members of our community (pupils, staff, parents, visitors) we will:</p> <ul style="list-style-type: none"> Improve low-level signage for wheelchair users upon approach to the building. Ensure easy access to main building, via front door, for wheelchair users. Ensure existing spaces are adapted to allow access for visiting wheelchair users and other people with disabilities for meeting and eating purposes. 	Disability	<p>Display sign at intercom point to ask wheelchair users to request support with door opening (interim measure).</p> <p>Quotes to be obtained and considered for signage.</p> <p>Options for front door to be considered and quotes obtained (automatic opening, changing position of intercom system or altering door opening direction.</p> <p>Works arranged and evaluated.</p> <p>Ensure access to the school hall and Hazel House for visitors when required.</p>	AL/LH	Summer 2023	<p>The reception area of the school will be signposted at a level appropriate to those using a wheelchair.</p> <p>Upon using the intercom, visitors with physical disabilities will be able to gain easy access to the building.</p> <p>Visitors will be provided with appropriate access to eating and meeting spaces within school.</p>
Close gaps in rates of progress for 'groups' of pupils (boys, girls and SEND).	Disability Gender	<p>Use data to identify needs/gaps in learning.</p> <p>Hold pupil progress meetings to discuss and create alternative provision.</p> <p>Audit and evaluate provision and monitor through regular learning walks, book trawls and pupil voice.</p> <p>Adapt environment and provision/curriculum accordingly.</p> <p>Further develop communication links with parents of pupils with ASD (The Nest) who do not visit the school.</p>	LH and DS	Ongoing	Gaps in rates of progress and attainment between boys and girls will have narrowed and rates of progress for pupils with SEND will be consistent.

Further develop an understanding and awareness of people with disabilities and of the wider community in terms of cultural and religious differences.	Disability Race Religion or belief	<p>Audit and evaluate provision and monitor through regular learning walks, book trawls and pupil voice.</p> <p>Adapt environment and provision/curriculum accordingly.</p> <p>Continue to promote our school and British values.</p> <p>Raise awareness of issues and promote and celebrate diversity through the curriculum, school assemblies and planned curriculum events.</p> <p>Develop a programme of visits and visitors to support this area of development.</p> <p>Provide opportunities for parents to explore SEND and how the school approach disabilities e.g. parent workshops on autism for parents who do not have children with autism and mental health/well-being support.</p>	LH and DS	2022-2023 Academic Year – then on-going.	<p>The school curriculum and extended provision will reflect the diverse society that we live in and monitoring will evidence the impact upon pupils and their understanding of this.</p> <p>Parents will understand the complex needs of many of our pupils and use this in the context of how the school operates.</p>
To extend support for asthma sufferers so that they can safely access all areas of the school curriculum – particularly PE and physical activity.	Disability	<p>Read and implement ‘Guidance on the use of emergency salbutamol inhalers in school’.</p> <p>Purchase Emergency Inhalers.</p> <p>Update policies and guidance accordingly.</p> <p>Staff CPD on asthma.</p>	LH	Summer 2023	Pupils (diagnosed and prescribed) will have access to an inhaler to ensure that they don’t miss out on physical activity as they do not have an inhaler with them.

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 FGB.

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 and policy
- Supporting pupils with medical conditions policy
- School Development Plan
- Buildings Plan
- Behaviour Policy
- Curriculum Policy

