



Beechwood Primary School

Accessibility Plan

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Beechwood Primary School's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

Beechwood Primary School recognises the need to provide adequate resources for implementing plans and will regularly review them.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and values

To create a rich environment which enables disabled pupils to participate fully in the school community by identifying and eliminating barriers that could prevent this.

School Principles

- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled pupil, including extra curricular activities and events
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognised and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents' and child's right to confidentiality.

Key Responsibilities

The school recognises that the following are key responsibilities:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

Information

Beechwood Primary School is a growing school. In Academic Year 2017/18 years FS2, Yr1 and Yr2 have two form entry whilst all remaining years operate on a 1.5 from entry level. At capacity, once the school is full, we will have

Beechwood is pleased to educate a variety of pupils from different socio-economic and ethnic backgrounds and represents a vibrant cross-section of the local community.

Currently the school has children with a limited range of disabilities which include; Autistic Spectrum Disorder, speech difficulties, fine motor difficulties, asthma, eczema and allergic medical conditions.

Prior to a child's transition to the school the SENDCo liaises with the child's pre-school or current school to identify any particular needs. When children enter the school with specific disabilities contact is made with relevant professionals in order for relevant assessments to be carried out and support and guidance to be gathered.

The School is a single story building with wide corridors and good access. It boasts generous playing fields and is generally a very accessible school, despite being constructed in the 1950s. recent building works have been fully DDA compliant and have retained features such as wide corridors and light, open spaces.

Action Plan

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME
EQUALITY AND INCLUSION			
To ensure that the Accessibility Plan is reviewed annually at the September FGB meeting.	Clerk to governors to add to list for September FGB	Adherence to legislation.	Annually
To improve staff awareness of disability issues.	Review staff training needs (HT). Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.
PHYSICAL ENVIRONMENT			
Ensure that all appropriate provisions have been made for new pupil / staff intake before arrival	Annual review of accessibility needs before Summer Terms Facilities meeting to ensure adequate planning has been made	Modifications will be made to the school building to improve access in a timely manner to avoid disadvantaginf vulnerable pupils.	Annually
Conduct a PEEP for any mobility, sense or cognitively disadvantaged staff or	Review at induction for staff or at intake with pupils. Reviewed as	A safe and well planned learning environment	Ongoing
CURRICULUM			
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going
To ensure that the curriculum is accessible to all of the children irrespective of disability or need.	All core subject lessons are clearly differentiated. Pre-teaching of vocabulary and concepts used. Relevant interventions put in place.	All children able to access the curriculum. Those falling behind are given opportunities to catch up with their peers	On-going
To ensure that all children are able to access all out-of school activities. E.G. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo
WRITTEN/OTHER INFORMATION			
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be accessible to all.	As needed
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly

Copies of this policy will be made available to existing or prospective parents using the following means –

- On application to the school
- Via the School Website

This policy will be reviewed annually.

Accessibility Plan

Reviewed May 2018

Next Review May 2019

IEB Members: Richard Skegg & Lester Dennis
 Head Teacher: Sarah Curtis