



Beechwood Primary School

Accessibility Plan

Date Ratified: September 2023

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Version History

Version	Date	Status and Purpose	Document Author	Changes Overview
1	November/December 2021	Updated Policy	Headteacher/Business Support Co-ordinator	

Approval

Signed by Chair of Directors	
Date of Approval/Adoption	November 2023
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Notes on Document

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Once issued, as a minimum this document shall be reviewed every two years or as necessary by the Trust.

To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

1 Scope

All 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

Beechwood Primary School, part of the Frays Academy Trust, aims to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Beechwood Primary School we have high expectations for our children and actively encourage every child to 'Explore, Discover and Achieve'.

Children are encouraged to be happy, resilient, confident, independent, ambitious and well-rounded learners who are self-aware and always striving to develop and grow. They are brave in their learning, learn by their mistakes, take risks and embrace challenge.

Learning fosters curiosity, develops key life skills, promotes enquiring minds and encourages a love of learning. It is fun, inspiring, creative, exciting, innovative, develops key life skills and is closely to the individual needs of the children. Children are encouraged to explore with confidence and strive for excellence through effort, practise and perseverance.

We celebrate diversity and uniqueness, and foster an environment of care, support and inclusivity. We recognise we are stronger together and are proud to belong to our school community. We encourage children to be responsible and provide opportunities to ensure they are well prepared for the future.

The plan will be made available online on the school website, and paper copies are available upon request. At Beechwood Primary School the Accessibility Plan will be monitored by the SENDCo, the Headteacher and evaluated by the SEND Link Governor.

In the management, coordination, implementation and review of our plan we:

- We work closely with parents to consider their children's needs.
- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced as well as for on-going advice.
- The Governors and Senior Leadership Team work closely with the Trust and guidance around accessibility.
- The policy is reviewed annually and/or as children's needs change.
- Annual Reviews and Health Care Plans are shared with parents and staff.
- We make links with other schools to share best practice through regular SENDCo network meetings
- Additional communications are used as needed and staff training is undertaken as required.

The Frays Academy Trust is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our Trust'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.

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. Beechwood 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. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We gather information about any child's disability or health condition in early communications with parents and carers of children who are new to school and in our annual data collection update. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided. We also warmly encourage families to share with a member of school staff if they have a disability or additional need so that if additional support or adjustment is helpful or required, it can put into place either when communicating or when visiting. All information is held in confidence.

AIM 1: Increase access to the curriculum for pupils with a disability

Current good practice: 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.

Objective	Actions	Timescale	Responsibility	Success Criteria
To continue to train staff to enable them to meet the needs of children with a range of SEND/ medical needs.	SENDCo to review the needs of children and provide training for staff as needed.	On-going	SENDCo	Staff are able to enable all children to access the curriculum.
To ensure that the schools curriculum is accessible to all 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.	On-going	SENDCo Class teachers	All children able to access the curriculum. Those falling behind are given opportunities to catch up with their peers
To ensure that all children are able to access the schools out-of-school and enrichment activities e.g. clubs, trips, residential visits etc.	Review of out of school provision and enrichments activities to ensure compliance with legislation.	On-going	SENDCo Class teachers	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.
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.	Reviewed termly by SENDCo	SENDCo	Children will develop independent learning skills.

AIM 2: Improve and maintain access to the physical environment

Current good practice: Beechwood Primary 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. All building work has been fully DDA compliant and has retained features such as wide corridors and light, open spaces.

Objective	Actions	Timescale	Responsibility	Success Criteria
Ensure that all appropriate provisions have been made for new pupil / staff before arrival, and any adaptations have been made for existing pupils/ staff moving to a different classroom/ area of the school.	Annual review of accessibility needs before Summer Term's Facilities meeting to ensure adequate planning has been made.	Annually	SENDCo Headteacher	Modifications will be made to the school building to improve access in a timely manner to avoid disadvantaging vulnerable pupils.
Conduct a PEEP for any mobility, sense or cognitively disadvantaged staff or pupils.	Review at induction for staff or at intake with pupils.	Ongoing	SENDCo	A safe and well planned learning environment.

AIM 3: Improve the delivery of information to pupils with a disability

Current good practice:

Objective	Action	Timescale	Responsibility	Success Criteria
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.	As needed	Admin staff	Written information will be accessible to all.
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, via zoom or send home written information.	Termly	Class teachers	Parents are informed of children's progress.

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 and by the Board of Directors.

The future planned action work will be overseen and co-ordinated by the Governing Body and by the Head of School. Evaluation of the progress of the plan will be made by the Governing Body on an annual basis.

5 Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy