



Beaufort Primary School

Accessibility Policy & Plan

2018-2021



Introduction

Under the Equality Act (2010) schools should have an Accessibility Plan. The Equality Act replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

The Equality Act (2010) states that a person has a disability if:-

1. He/she has a physical or mental impairment, and
2. The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

We are committed to making sure that we:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Accessibility Plan is listed as a statutory document in the DfE’s guidance on statutory policies for schools. The Plan must be reviewed every three years. The current plan is attached to this document.

The School’s Vision and Values

Beaufort Primary School has high expectations for pupils with disabilities and expects them to be able to participate and achieve in every aspect of school life. We aim to remove barriers to learning so that every pupil can participate in all aspects of school life. Our commitment to equal opportunity is driven by our belief in inclusion for all irrespective of race, colour, creed or impairment.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- The school is committed to ensuring equal treatment of all its employees, pupils and any other stakeholders with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

Principles

The school will:-

- Recognise and value parents’/carers’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’/carers’ right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated to meet the needs of individual pupils.
- Set suitable learning challenges and targets for pupils.
- Respond to pupils’ diverse learning needs.
- Endeavour to overcome barriers to learning and assessment for pupils.

Activities

The school will:-

- Have high expectations of all stakeholders.
- Devise teaching strategies which will remove barriers to learning and participation for pupils with disabilities in all areas of the curriculum.
- Seek and follow the advice and guidance of Local Authority services and outside agencies, eg. specialist advisers, health professionals.
- Take account of the needs of pupils and other stakeholders when planning and undertaking future improvements and refurbishments of the school premises.



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- Make itself aware of local services, including those provided by the Local Authority, for providing information in alternative formats when required or requested.
- Plan educational visits so that pupils with disabilities can participate.
- Raise awareness of disability amongst staff and pupils.
- Provide written information for all stakeholders in a format which is user-friendly.
- Eliminate harassment related to a disability for all stakeholders.

How the school will meet its duties

The school will meet its' duties under the relevant legislation by:-

- Publishing the Accessibility Plan which will be reviewed every three years.
- Meeting with stakeholders with disabilities to ascertain how effectively the school is supporting them.
- Providing additional support for pupils with disabilities to ensure that they are treated no less favourably than their peers.
- Differentiating the curriculum and/or making reasonable adjustments to ensure pupils with disabilities participate fully in all aspects of school life.
- Making this policy known to all stakeholders by placing it on the school's website.
- Recording all incidents of harassment and taking all such incidents seriously with relevant policies and procedures being followed.

The Purpose of the School's Plan

The aim of this policy and plan is to set out the commitment of the Governing Body of Beaufort Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

Beaufort Primary School provides teaching and learning which meets statutory requirements. The school has regard to the Code of Practice when meeting the needs of pupils with Special Educational Needs & Disabilities.

Linked Policies

The Accessibility Policy and Plan will contribute to the review and revision of related policies including:-

- School Improvement Plan
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Educational Visits Policy
- Health & Safety Policy
- Access to Education for Pupils with Medical Needs
- Racial Equality Policy



The Accessibility Plan

Physical Environment

Beaufort Primary School is a single storey building with wide corridors and several access points from outside. The land upon which the school and nursery are built is relatively steep. Inside the school, there are steps leading to the KS2 corridors which mean the KS2 classrooms are currently inaccessible to wheelchair users internally. All classrooms have external doors which lead to the main path which runs around the outside of the building. The main path has no steps and is accessible to wheelchair users.

The EYFS and KS1 access points are flat and level or ramped thereby ensuring easy access for wheelchair users. The main doors into the school and nursery building are wide and accessible for wheelchair users. Doors within the main school corridor are also wide to enable access to wheelchair users.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked.

There is a disabled toilet within the main school building with handrails, emergency pull cords, a changing table and a hoist. We have 2 disabled lifts to allow access through the main doors to the nursery and the changing rooms.

The Reception classrooms have hearing loop facilities.

Onsite parking for staff and visitors is available close to the main entrances into school and nursery.

Curriculum

Improving teaching and learning is at the heart of the school's work. The school follows the National Curriculum and the Early Years Foundation Stage Curriculum. Through self-evaluation and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes. Additional adult support and/or specific resources are used to enable pupils with additional needs to fully access the curriculum.

It is a core value of the school that all pupils are enabled to participate in fully in the broader life of the school including participation in clubs and educational trips/visits.

Where appropriate, external advice and guidance is sought, eg. the educational psychologist, speech and language therapists, occupational therapist, etc.

Information

Information about the school is generally in a written format. This can be provided in larger print if requested or a member of staff will go through the information with a parent/carer on a one-to-one basis. Information can also be accessed on the school website.

Management, co-ordination and implementation

The governors and the senior leadership team (including the SENCO) will consult with outside agencies and the Local Authority if and when new situations regarding children with disabilities arise.



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Improving Access to the Physical Environment

Target	Strategies	Completion Date	Responsibility	Success Criteria
School is aware of the access needs of disabled children, staff & parents/carers	Create access plans for individual disabled children/adults as part of the IEP/MEP process. To consult and work with the whole school community to gather appropriate information.	On entry to school	SENCO Class teachers Pastoral Worker	Individual plans in place for all disabled stakeholders. Use information gathered to plan adjustments.
Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for pupils when appropriate. Ensure designated staff are trained and aware of their responsibilities. Regular evacuation practices (known and unknown).	Ongoing	Headteacher SENCO Governors Designated Staff Critical Incident Policy	All disabled children can evacuate the building safely and quickly in an emergency. Staff are confident in evacuation strategies.
Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	All staff	Lively and inviting environment maintained.
Improve signage and access for visually impaired stakeholders.	Replace all light bulbs immediately. Obtain advice on appropriate styles and colours for signs.	Ongoing	School Business Manager Caretaker	Signage and access for visually impaired stakeholders is clear.



Improving Access to the Curriculum				
Target	Strategies	Completion Date	Responsibility	Success Criteria
To ensure that teaching and learning activities provide opportunities for all pupils to achieve.	Lessons and activities address a variety of learning styles and are effectively differentiated. Children have opportunities to work individually and also co-operatively and collaboratively in pairs, groups and whole classes. ICT is used to support disabled pupils' access to the curriculum. IEPs/MEPs formulated and shared with parents/carers and external agencies. Provision cost mapping ensures best value is achieved for pupils with additional needs. School accesses appropriate equipment specific to a pupils' needs, eg. special grip pens, coloured overlays, writing easels, etc.	Ongoing	Headteacher All staff Governors Curriculum Committee	Observations of lessons and learning walks and scrutiny of children's work confirm effective differentiation. All pupils are making at least good progress as confirmed by assessment and tracking data, and Foundation Stage scores and End of Key Stage Teacher Assessments.
To ensure all staff are aware of disabled children's curriculum access.	Specific staff training for teachers, teaching assistants and midday supervisors who support disabled pupils, eg. training in use of Makaton to support pupils with communication difficulties.	Ongoing	Headteacher All staff	Staff aware of how they can meet the needs of individual children with a diverse range of learning and behaviour needs. Staff trained and feel confident in supporting specific pupils.
Monitor and track progress and achievement of pupils with additional needs.	SENCO and class teacher meetings. Pupil progress meetings evaluate the progress of pupils with additional needs in each class. Use O Track filtering. Regular liaison with parents/carers.	Ongoing	Headteacher SENCO Class teacher	Children with additional needs are making at least expected progress.
To ensure all pupils participate in physical activities.	Individual access plans for disabled pupils. Advice taken from external agencies and parents. Staff trained to enable pupils to access all physical activities. Risk assessments undertaken for specific pupils.	Ongoing	Headteacher Designated staff	All children participate fully in all physical activities.



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Ensure all school trips are accessible to all.	Individual risk assessments undertaken for specific pupils. Site visits undertaken by designated staff prior to the visit. Involve parents in decisions. Provide extra support for vulnerable pupils.	Ongoing	Headteacher Educational Visits Co-ordinator Designated Staff	All children able to take part in school trips safely and confidently.
To include positive images of disability in assemblies and the curriculum.	Use of resources and contexts to promote positive images of disability. Disability equality issues incorporated into PSHE planning.	Ongoing	Headteacher All staff	Resources reflect positive images of disability. All children have an increased knowledge and understanding of disability issues. Pupil and parent questionnaires. Very low incidences of poor behaviour recorded.

Improving Access to Information

Target	Strategies	Completion Date	Responsibility	Success Criteria
To provide information that is accessible and easily understood by all.	School information is written in easily understood language. School staff assist parents/carers to access information and to complete forms/documentation. Ask parents/carers how they wish to access information. School's website is used to communicate information to stakeholders. All staff to take care when writing letters and information to try and avoid jargon and complex language. Headteacher to check all information before it is issued. Information may need to be produced in different formats, eg. large print.	Ongoing	Headteacher All staff Governors	Stakeholders can access desired information and understand such information. Communication with stakeholders is effective. Stakeholder satisfaction evaluated through questionnaires.