



BECKSTONE
PRIMARY

Accessibility Plan



Accessibility

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning duty 1: Curriculum
5. Planning duty 2: Physical environment
6. Planning duty 3: Information
7. Monitoring and review

Statement of intent

This plan outlines how Beckstone Primary aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board/Headteacher will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Educational Support Manager r will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely external agencies to effectively implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensure there are Personal Emergency Evacuation Plans (PEEPS) for all pupils who need on in their care.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake a tri-annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Training update for all staff in teaching children with a hearing impairment.	Training in general understanding of the needs of a hearing impaired child.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Autumn 2026	Hearing impaired child is successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Autum 2024 but ongoing	Children with ASD are successfully included in all aspects of school life.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Increase in access to the National Curriculum
To ensure the learning environment of pupils with visual impairments is accessible	Seek advice form professionals as to adaptations needed	SENCO, ESM & Class Teacher act on professionals advice	Ongoing dependent on needs	Learning environment is enhanced so it is as fully accessible as possible to pupils with visual impairments
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment
Review TA deployment	In review meetings with teaching assistants establish targeted time to support children with additional needs.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities have access to this support.

Planning duty 2: Physical environment

Target	Strategy	Outcome	Timeframe	Achievement
To ensure the school's environment to all pupils with physical difficulties	Audit of physical environment:	Changes and adaptations as required	Ongoing dependent on needs	School is aware of accessibility barriers to its physical environment and will make a plan to address them
To ensure the school's environment is accessible to all pupils with sight impairments	To contact appropriate specialist teacher for visually impaired pupils to audit school environment	Changes and adaptations as required	Ongoing dependent on needs	School is aware of accessibility barriers to its physical environment and will make a plan to address them
To ensure the school's environment is accessible to all pupils with hearing impairments	To contact appropriate specialist teacher for hearing impaired pupils to audit school environment	Changes and adaptations as required	Ongoing dependent on needs	School is aware of accessibility barriers to its physical environment and will make a plan to address them
To ensure the school's environment is accessible to all neuro divergent pupils	To contact appropriate specialist teacher for neuro divergent pupils to audit school environment	Changes and adaptations as required	Ongoing dependent on needs	School is aware of accessibility barriers to its physical environment and will make a plan to address them
To ensure the school's environment is accessible to all pupils with specific physical/medical needs	To contact appropriate specialist teacher for physical/medical pupils to audit school environment	Changes and adaptations as required	Ongoing dependent on needs	School is aware of accessibility barriers to its physical environment and will make a plan to address them

Planning duty 3: Information

Target	Strategy	Outcome	Timeframe	Achievement
To ensure written material is available in alternative formats to match needs	The school will make families aware of the services available converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Ongoing annually	Parental opinion is surveyed and action taken appropriately.
To ensure families are fully informed about all aspects of school life.	Disseminate information in a wide variety of forms (newsletter; texts; online platforms and noticeboards/neon signs and regularly audit that these have been read.	All families fully informed on all aspects of school life	Ongoing	School runs successfully and has a great relationship with its community.