



# **BECKSTONE PRIMARY SCHOOL**

# **ACCESSIBILITY PLAN**

**APPROVED BY <sup>1</sup>:**

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**Position: Headteacher**

**Signed:**

**Date:**

**Review Date <sup>2</sup>:**

<sup>1</sup> The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

<sup>2</sup> This document should be reviewed every 3 years

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
Version 1	Original-As a result of an Accessibility Audit undertaken by Barbara Ross (KAHSC)	January 2015

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## 1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## 2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)

- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

#### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

#### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

### **3. REASONABLE ADJUSTMENTS**

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEN (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

#### **4. AIMS OF THE ACCESSIBILITY PLAN**

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Beckstone Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's Special Educational Needs (SEN) policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Beckstone Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and

treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

## 5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- 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.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to a pupil's diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## 6. CONTEXTUAL INFORMATION

- Beckstone Primary School is located in the Harrington district of Workington.
- Beckstone Primary School is located close to Harrington Marina, it is a continuation of Eadie St, off Church Rd. There is a Bus Stop on Church Rd, and the nearest Railway Station is at Harrington. The school is located at the top of a steep drive.
- Beckstone Primary School is a Community Primary School
- Number of pupils: **362** aged 3 to 11 years old. There are **66** pupils attending school with special needs, of those **3** have physical disabilities. There are **66** full/part time staff.
- Beckstone Primary School resulted from a merger of Harrington Junior School, Harrington Infant School and Garth Infant School in September 2005. Harrington Junior School was the basis for the building which has doubled in size, one part of the building being the older junior school with more modern classrooms and a Hall having been added.
- The school premises are used outside school hours for school breakfast and after school clubs, school plays, Christmas fairs and parents evenings. There are no formal lettings.

## 7. DEVELOPMENT

### 7.1 The Purpose and Direction of the School's Plan: Vision and Values

#### ***Beckstone Primary School:***

- *has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;*
- *is committed to identifying and then removing barriers to disabled students in all aspects of school life;*
- *values the individual and the contribution they make to all aspects of school life;*
- *will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;*
- *acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;*
- *will continue to focus on removing barriers in every area of the life of the school;*

- *is committed to embracing equal opportunities for all members of the school community.*

## **7.2 Information from Pupil Data and School Audit**

*Key starting points for the school's plan:*

- *The school has identified that we have, as at the start of the academic year 2014/15 there are **THREE pupils** regarded as disabled under the terms of the DDA. These can be grouped as 2 with physical mobility problems (non-wheelchair users) and one with profound Autism.*
- *Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.*
- *Currently no students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.*

*In order to ensure that our data is up to date and accurate we will:*

- *liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;*
- *improve the information dissemination from our Learning Support Facility;*
- *implement a system that allows parents to inform us if they themselves have a disability;*
- *identify early on in their school career any obstacles to the effective learning of disabled students;*
- *use all available data to inform the planning of individual student learning patterns;*
- *use information supplied via previous LA Asset management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.*

## **7.3 Views of those Consulted during the development of the Plan**

Beckstone Primary School will:

- *ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that Beckstone Primary School provides the best choices for students wanting to enrol here;*
- *consult the full governing body/SEN governor/relevant sub-committee;*
- *consult staff including specifically SENCo, heads of year/departments, safety committee;*
- *set up a structure to allow the views of students, both able and disabled to be taken into account;*
- *survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;*
- *involve outside agencies who already exist to assist disabled students in their education and future careers;*
- *ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

## **8. SCOPE OF THE PLAN**

### **8.1 Increasing the extent to which disabled pupils can participate in the school curriculum**

- *to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;*
- *to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;*
- *to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.*



The school plans to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

*This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.*

*Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.*

*Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. These may include:*

- *consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;*
- *how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;*
- *identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;*
- *deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;*
- *consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;*
- *description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;*
- *consideration of the school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;*
- *consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;*
- *identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;*
- *identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;*
- *taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;*
- *ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;*
- *enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.*

## 8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

*This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.*

*Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.*

*In maintained schools the provision of a special piece of equipment or extra assistance will generally be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting and colour distinction through the planning duty.*

*The Governing body will want to consider and record reflection upon all areas of the physical environment such as:*

- *Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.*
- *Changes outside of the school building e.g. provision of disabled parking etc.*
- *Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.*
- *Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.*
- *Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.*
- *Improvements of storage implications for wheelchairs and other mobility devices.*
- *Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.*

### **8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled**

**Beckstone Primary School will strive to:**

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested..

*This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils’ disabilities and pupils’ and parents’ preferred formats.*

*The Governors may wish to decide how this is to be achieved, perhaps by:*

- *Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.*
- *Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.*
- *Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.*
- *Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.*
- *Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.*

### **8.4 Financial Planning and Control**

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

Beckstone Primary School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## **9. IMPLEMENTATION**

### **9.1 Management, Coordination and Implementation**

Beckstone Primary School Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

*As a result of the audit, we shall:*

- *produce action plans, with definite time scales for the implementation of the actions implicit in the plan;*
- *plans to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;*
- *present the plan to the governing body for their approval;*
- *modify the plan based on the views of stakeholders;*
- *review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary on an annual basis. A new Accessibility Plan will be drawn up every three years.*

## **9.2 Monitoring**

**Beckstone Primary School** recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

*Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:*

- *success in meeting identified targets;*
- *changes in physical accessibility of school buildings;*
- *questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the schools ability to promote access to educational opportunities for pupils with disabilities;*
- *improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;*
- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;*
- *recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;*
- *increased levels of achievement for pupils with disabilities;*
- *pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;*
- *ofsted inspections that identify higher levels of educational inclusion.*

## **9.3 The role of the LA in increasing accessibility**

*Governors may wish to comment in their report to parents on the impact the County Council has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the County has:*

- *provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of County Council provided information, etc.;*
- *promoted collaboration through the provision of information aimed at sharing good practice;*
- *encouraged liaison between special and mainstream schools to share expertise and pupil placement;*
- *ensured that schools are aware of support services that provide advice to schools and staff;*
- *provided specialist help to identify ways forward in increasing the inclusion of all pupils;*
- *linked building adaptations to refurbishment and capital building works;*
- *informed schools how information can be provided in a number of different formats.*
-

## 9.4 Accessing the School's Plan

- *Plans could be made to investigate symbol software to support learners with reading difficulties.*
- *Raising awareness of font size and page layouts will support pupils with visual impairments.*
- *Auditing the school library to ensure the availability of large font and easy read texts will improve access.*
- *Auditing signage around the school to ensure that is accessible to all is a valuable exercise.*
- *Auditing the use of, and methods of displaying materials around the school.*

*This will be done through:*

- *presentation in a section on the school website open to all visitors to the site;*
- *mention in the head teacher's newsletter of the availability of the plan;*
- *Open evening/parents' forum with this as a theme.*

*We will ensure that the plan is available in different formats where requested.*

*The school will achieve successful implementation of the accessibility plan with continued support in the areas of:*

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools including special schools;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that Beckstone Primary School is aware of all support services that provide advice to schools and staff.*

## 10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Equalities & Diversity Policy
- School Development Plan
- Health & Safety
- Inclusion
- Special Educational Needs
- Educational Visits
- Whole School Behaviour
- School Development Plan
- Asset Management Plan
- Complaints Policy

## Beckstone Primary School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- *Full Governing Body/SEN Governor/relevant sub-committee*
- *Staff (teaching and support)/SENCo/heads of year/department/deputy head*
- *Parents/carers/community groups*
- *Pupils/school council*
- *Others/LA*

The plan was approved on:

DATE

Date of Accessibility Plan:

DATE

Date for next Review:

DATE

Senior Member of staff responsible for the Plan :

NAME / ROLE

Governors & Committees responsible:

*Chair of Governors, with the Vice Chair of Governors & the Senior Management Team, and the Chairs of:*

- *The Pupil & Curriculum Committee*
- *The Staffing & Finance Committee*

**Governing Body is free to delegate the approval of this Plan to a committee of the governing body, an individual governor or the Head teacher.**

**BECKSTONE PRIMARY SCHOOL ACCESSIBILITY PLAN 2012 - 2015**

**IMPROVING THE CURRICULUM ACCESS AT BECKSTONE PRIMARY SCHOOL**

Target	Strategy	Outcome	Timeframe	Achievement
Revised training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training in use of transmitter and 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 2015	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. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Autumn 2015	Children with ASD are successfully included in all aspects of school life.
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Summer 2015	Increase in access to all school activities for all disabled pupils
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	December 2015	Increase in access to the National Curriculum
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	July 2016	Society will benefit by a more inclusive school and social environment
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	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.

**BECKSTONE PRIMARY SCHOOL ACCESSIBILITY PLAN 2015-18****IMPROVING THE PHYSICAL ACCESS AT BECKSTONE PRIMARY SCHOOL.**

An Assess Audit Mgt Plan was carried out by Barbara Ross (KAHSC) on 9/01/15 and a number of recommendations made:

AMP Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility
	Lighting & signage to entrance	External lighting along external routes including car park could be improved to help with orientation during darkness.  Future improvements to directional and information sign including identifying allocated car parking spaces should be in recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface.	4  3		
	Surfaces of approach	The surface area at the top of the steps and the path from street level is uneven and has broken kerb which requires levelling and resurfaced.  Check route regularly to ensure surface is maintained	2  1		
	External ramps	Check external ramps regularly including main entrance to ensure clear from permanent obstruction and projecting hazards.  Ramps would benefit from colour contrasted handrails, landing and edge protection clearly defined.	1  2		



**APPENDIX A(ii)**

	External steps	<p>Keep steps to main entrance and those from classroom exits clear of permanent obstruction and projecting hazards. Flower tub on steps from classroom AG018A should be relocated.</p> <p>Steps from AG019 and steps to high level playground require tactile warnings to top and bottom and nosings to step edges remarked. Steps from main entrance, AG018a and AG066 would benefit from colour contrasted handrails.</p>	<p><b>1</b></p> <p><b>3</b></p>		
	Entrance doors and thresholds	Door entrance thresholds should be level. Provide saddle or wheel chair threshold ramp to alleviate problem. The entrance door handle was stiff to open and requires easing.	<b>3</b>		
	Reception areas inc desks, seating and lighting	Relocate rotary leaflet/information stand and undertake regular checks to reception/waiting area to clear any surplus/stored items.	<b>1</b>		
	Signs	<p>Improve directional and information signs supported by tactile information (such as map) for people progressing to other parts of the building including toilet facilities and use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface.</p> <p>Display induction loop provision sign clearly at reception point to inform hearing aid users to switch to T-position</p>	<p><b>2</b></p> <p><b>1</b></p>		
	Obstructions and projections in corridors	Ensure surplus furniture and equipment is not left in corridors or assembly points.	<b>1</b>		
	Internal directional signs	Provide directional and information signs supported by tactile information (such as map) for people progressing to other parts of the building including toilet facilities and use recommended size (depending on reading distance), colour contrast (light text on dark background) and sans serif typeface.	<b>2</b>		

**APPENDIX A(ii)**

	Lighting, floor surfaces and tonal contrasts of surfaces	Natural and/or artificial lighting should be even to achieve illuminance of at least 100 lux at floor level.  Colour contrast (with matt finish) between floors, walls, doors and ceilings to be updated during routine maintenance programme.	4  4		
	Wheelchair lift	Wheelchair lift installed to enable travel between floors AG005. Ensure surplus furniture and equipment is not left in corridor area.	1		
	Internal stairs	There are stepped internal level changes at AG005 and AG012. Installation of wheelchair lift should be investigated for suitability for level change in AG012 (as AG005) to provide access throughout the building for all users.  The lighting should be improved to illuminate stairs in corridor AG012.	4  2		
	Provision of visual and audible signals	Signs and textured floor surface should be provided to stairs at AG005 and AG012 to indicate change in level at top and bottom of stairs.	2		
	Internal doors	Review internal doors when programming replacement and ensure minimum clear width of door leaf opening of at least 750mm, vision panel (minimum zone of visibility between 500mm and 1500mm) and easy grip door furniture. Colour contrast matt finish required between door, architrave and door furniture. Door from AG049 to AG053 and door from AG053 to new classroom should be a priority.  Check all door closer mechanisms for correct opening/closing pressure action.	4  1		
	Access to and in dining areas/assembly hall/entertainment spaces	Ensure surplus furniture and equipment is not left in dining areas/assembly hall/entertainment spaces.  Improve artificial lighting with adequate lux level	1  4		

**APPENDIX A(ii)**

		<p>to avoid creating glare, pools of bright light and strong shadows.</p> <p>A hearing enhancement system should be considered for installed in assembly halls, performance and spectator spaces and large meeting rooms to improve the audio for those with hearing problems.</p> <p>If the school governors lease out the premises in the future then as landlord of these premises they will need to consider the implications of the Equality Act 2010.</p>	<p>4</p> <p>TO NOTE</p>		
	Accessibility of switches handles and controls for lighting, heating and acoustics.	Clearly identify accessible switches, handles and controls and switches by colour contrast when upgrading decoration.	4		
	Seating and furniture	Definite colour contrast between furniture, seating and flooring in future programmes. Ensure appropriate seating and clear space available for individual with limited mobility or wheelchairs.	4		
	Changing/bathroom facilities	Pupil changing facilities AG067 and AG068 would be accessible for wheelchair or ambulant disabled user. Support aids could be installed for independent ambulant pupil in future but inadequate to design self-contained space within. No shower/bathroom facilities available.	4		
		There is an adjustable changing bed suitable for small children in the toilet designated Adult Toilet. No shower/bathroom facilities available. A changing facility to incorporate shower facilities could be created in the future.	4		
	Staff (male & female) WC	Designated male and female staff WC's AG021 and AG022 would not be accessible to wheelchair user although could be altered and useable by ambulant disabled people with the provision of grab rails.	4		

**APPENDIX A(ii)**

		Future development of staff WC's AG021 and AG022 would benefit from colour contrast and non-reflective tiles behind sink , taps, locks and light switches should be replaced with easy grip/operated ones for manageability for all users.	4		
	Pupil toilets	<p>Pupil toilet provision AG013, AG014, AG041, AG044 and AG074A would not be accessible to wheelchair users. Redesign would allow adaption for ambulant disabled usage but would reduce total number of toilet facilities except in AG074a where the space at the end toilet is quite wide to adapt.</p> <p>Future replacement of door handles, locks and light switches should be replaced with easy grip/operation for manageability for all users.</p> <p>Colour and non-reflective contrast between fittings, floors, walls, doors and ceilings to be updated during routine maintenance programme.</p>	4 4 4		
	Wheelchair accessible	<p>AG017, AG059 and AG060 toilet facilities are wheelchair accessible. Remove surplus equipment and obstructions from outside and inside AG017 WC to allow independent usage.</p> <p>Colour and non-reflective contrast between fittings, floors, walls, doors and ceilings to be updated in all facilities during routine maintenance programme.</p>	1 4		
	Noticeboards, publication and other materials provided for pupils, parents and other users	Review all public information including school website and prospectus (if applicable) and consider provision in alternative formats such as large print and audio-tape/MP3. Ensure colours on the website do not discriminate against those with visual impairments.	2		

**APPENDIX A(ii)**

	Routes clear and obstructions removed	Check traffic routes for surplus furniture and equipment and remove obstructions.	1		
	Maintenance of heating, emergency lighting and alarm system	Confirm adherence to regular checking and servicing of systems.	1		
	Emergency evacuation procedures for disabled people	<p>GEEP (General Emergency Egress Plan) and, if applicable PEEP (Personal Emergency Egress Plan), should be reviewed regularly to ensure plans and staff trained to take into account individuals needing assistance.</p> <p>Ensure that staff, pupils and visitors are aware of the evacuation procedures when the school premises used for concerts, plays and fairs outside normal school hours.</p> <p>Display notice at entrance/reception to ask visitors to inform staff of any individuals needing assistance.</p>	<p>1</p> <p>1</p> <p>2</p>		
	Fire exits and escape routes	<p>Review external evacuation/fire doors and improve to ensure minimum single leaf door width opening of 775mm, vision panels and door furniture can be operated with one hand. Door thresholds and any small steps should be redesigned to remove to enable ease of escape.</p> <p>Colour contrast required between door/architrave and door furniture.</p> <p>Check all door closer and exit mechanisms have opening/closing pressure action.</p> <p>Fire exits and escape routes must be checked for compliance as part of regular fire risk assessment checks.</p>	<p>4</p> <p>2</p> <p>1</p> <p>1</p>		

**APPENDIX A(ii)**

	Emergency lighting and warning system	Ensure regular checks and servicing of systems. Consider personal vibrating alarm for use by people with disabilities in assembly hall/entertainment spaces.	1 4		
	Safe refuge areas in event of fire	GEEP (General Emergency Egress Plan) and, if applicable PEEP (Personal Emergency Egress Plan), should be reviewed regularly to take into account the need for safe refuge areas.	1		

**BECKSTONE PRIMARY SCHOOL ACCESSIBILITY PLAN 2015 - 2018****IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT BECKSTONE PRIMARY SCHOOL**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for 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
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Summer 2015	Delivery of school information to parents and the local community 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.	January 2016	Parental opinion is surveyed and action taken appropriately.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Autumn 2015	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing from Autumn 2015	School is more effective in meeting the needs of pupils.

**APPENDIX B(iii)**

The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Autumn 2015	The school is able to move forward with electronic reporting to parents.
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