

Beaver Green Primary School



Accessibility plan

Date of Approval	October 2021
Date of Next Review	October 2024
Head of School	Tina Oakley
Chair of Governors	Brendan Chiltern
Version	One

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1. Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Beaver Green Primary School we believe in providing every opportunity to develop pupils' young people and adults' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

In our school building we are able to offer wheelchair access, disabled toilet facilities a well-equipped care suite and clearly marked steps for people with visual impairment.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Academies: This policy complies with our funding agreement and articles of association.

This plan sets out the proposals of the Governing Body of Beaver Green Primary School to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- We do not to treat disabled pupils less favorably for a reason related to their disability;
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils.
- We do not discriminate against anyone as explained in the DDA, 1995
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities

Our accessibility action plan is resourced, implemented, reviewed and revised.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	objectives	actions to be taken	Person responsible	date to complete actions by	success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils We respond to pupils' diverse learning needs We overcoming potential barriers to learning and assessment for individuals and groups of pupils We ensure that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all through the Mainstream Core Standards. 	Questionnaires for children	Questionnaire for pupils regarding curriculum access / within and beyond classroom.	TH	Term 4	Questionnaires completed. Results discussed with HOS
		Resources check	Teachers to look at resources available and appropriateness for all children – Fed back TH / SLT TH / SENCO Assistant to ensure tracking of all pupils is maintained and fed back to SLT	TH / Staff	Term 3	Resources checked in class / curriculum
		Progress check tracking in place	PPMs to be completed – records kept and actions written.	TH / SENCO ASS	3 x annually	Tracking is completed, fed to HOS - actions from here fed to staff.
		PPM for SEN&D focusing on accessibility		TH / Staff / HOS	2 x annually	PPMs completed, actions recorded.

Aim	Current good practice	objectives	actions to be taken	Person responsible	date to complete actions by	success criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps – where appropriate • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Door width • Disabled accessibility mini bus. 	<p>Track for access to Forest School</p> <p>Maintenance of Care Suite</p> <p>Site walk / access discussion</p> <p>lighting, signage, fire alarms, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school / ramps, doorways, apparatus.</p> <p>Playground completion / revamp / flatten</p>	<p>Costs for pathway from 3 separate providers</p> <p>Maintenance check</p> <p>Premises audit /</p> <p>Site walk to look at physical environment and accessibility.</p> <p>Quotes to be collected to resurface and flatten playground.</p>	<p>Site Manager / TH</p> <p>Site Manager / TH</p> <p>Site Manager / TH / HOS</p> <p>Site Manager / TH / HOS</p>	<p>Term 4</p> <p>Term 2</p> <p>Term 3</p> <p>Term 5</p>	<p>3 quotes to have been provided.</p> <p>Chosen provider for implementation of pathway.</p> <p>Care suite checked to ensure all equipment working</p> <p>Site walk completed / actions noted and fed back to HOS. Actions recorded.</p> <p>Quotes received. Agreement from trust. Provider chosen. Work completed..</p>

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources – where needed • Induction loops • Pictorial or symbolic representations • Manipulatives • Staff Training • 	<p>Collect disability register / names, numbers.</p> <p>Complete questionnaires for pupils and parents</p> <p>New Admissions Pack Review</p>	<p>Collation of register</p> <p>Questionnaire to be completed and sent to parents</p> <p>Review Admissions Pack provided for parents.</p>	<p>TH / SP / JB</p> <p>TH</p> <p>SP / JB / HOS</p>	<p>Term 2</p> <p>Term 3</p> <p>Term 2</p>	<p>Register completed.</p> <p>Questionnaire completed and sent – results discussed and actions from these outlined.</p> <p>Admission pack has been reviewed and questions included for parents of children with a disability.</p>

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 /governor name/the Head of School.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Anti-Bullying
- PSHE
- Transfer of Medical Information

The school follows the Kent Local Authority admissions policy, which does not discriminate a disabled child