



Accessibility Plan

2017 – 2020

Purpose of the Plan

The purpose of this plan is to show how Beckley Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Beckley 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 educational, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment;
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the DDA. The effect of the laws is the same as in the past, meaning that, 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by planning duties:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- School Prospectus and Vision Statement

Training

Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors, with reference to the Equality Act 2010.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Beckley Primary School will address the priorities identified in the plan. The plan is valid for three years 2017-20 and is reviewed annually.

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability;
- Improve and maintain access to the physical environment;
- Improve the delivery of information to people, including pupils, with a disability;
- Promote positive attitudes and increased individual confidence.

The following table sets out how the school will achieve these aims.

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	Beckley offers a differentiated curriculum for children of all abilities and uses personalised resources to ensure specific pupils are able to access the curriculum fully.	Provide training for specific staff.	Audit of CPD needed.	Headteacher/ SENDCo	Jul 2018	The right staff will be working in the right places, with the right skills.
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the year.	Ensure a smooth transition to new classes occurs in September and implement new ideas for new pupils.	<p>Arrange a staff meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning / behavioural / physical needs.</p> <p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p>	Headteacher	Sep 2017	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.
Improve the delivery of information to pupils with a disability	Staff differentiate all lessons so that they are accessible to all children in the class, adapting instructions where necessary.	Improve information that specific pupils receive in lessons to help them learn (multi-step visual diagrams, instructions provided through different mediums).	Staff development activities to be undertaken in a series of staff meetings.	SENDCo	Mar 2018	The children will have scaffolded and personalised information in lessons, meaning that they are able to be fully independent.

Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school has areas with steps leading to KS1 and the hall, although alternate routes are available.	Annual inspection to be undertaken.	SLT	Jul 2017
Corridor access	All corridors are accessible for wheelchairs and wide enough to manoeuvre.	Corridors to be tidy and free from obstructions.	All school staff	Sep 2017
Parking bays	There is one designated disabled car-parking space. This is as near to the entrance as possible and suitably surfaced.	Make improvements to signage if needed.	SLT	Sep 2017
Entrances	The main entrance door is distinguishable from the façade. Although glass, the door is visible when closed.			
Ramps	Ramps have level surfaces at the top and bottom. They are wide enough for wheelchairs and are suitably graded.	Investigate the possibility of adding handrails to at least one side of all ramps.	SLT	Dec 2017
Toilets	Toilets have slip resistant floors. Wheelchair-accessible toilet is free from obstruction on approach. Handrails are present in the disabled toilet to facilitate the use of the WC. There is an emergency call system in place. Door locks and light fittings are within easy reach.	Annual inspection to be undertaken.	SLT	Jul 2017
Emergency escape routes	Labels are clear and well-displayed throughout school.	Continue to ensure signs are maintained.	SLT	On-going
Fire alarms	Currently there is an auditory alarm in place.	Visual fire alarms to be installed in new areas of the school and when old areas are developed.	Site manager SLT	On-going