



BEECHWOOD
Primary School

ACCESSIBILITY PLAN

SEPTEMBER 2023

Autumn Term

Approved by: **Leadership & Management Committee** Date:

Last reviewed on: **September 2023**

Next review due by: **September 2024**

ACCESSIBILITY PLAN

1. Rationale:

The headteacher, staff and governors are committed to ensuring all pupils and staff, regardless of disability or other factors, are offered equal opportunities and access to the school and its provision. An accessible school is one in which individuals with disabilities are able to participate fully in the school curriculum. It is also one where the physical environment does not limit an individual's ability to take advantage of the education (and other) opportunities on offer. The school's key objective is therefore to reduce and eliminate, wherever possible, any barriers to access to the curriculum and to allow full participation in the school community for all children and staff with disabilities (both current and prospective).

2. Aims:

Schools are required under the Equality Act 2010 to have an accessibility plan.

It is the aim and intention of Beechwood Primary School and Nursery to fully comply with current legislation and good practice. The premises should be as accessible as possible, in line with local planning policy and the obligations imposed as service providers under the Equality Act 2010. The school believes in equal opportunities for all the children, irrespective of social background, culture, race, gender, physical disabilities, or ability.

The purpose of the plan is 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.

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.

The Equality Act 2010 places a duty on all schools and Local Authorities to plan to increase accessibility in schools. Beechwood Primary & Nursery School recognises its duty in law:

- Not to discriminate against disabled pupils in their admissions and exclusions procedures;
- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To publish an Accessibility Plan.

The school's Accessibility Plan is available online on the school's website and a paper copy is available, on request, at the school office.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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.

3. 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 having disabilities if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

There is no such concept as being 'fully DDA compliant' for an existing building. The phrase has entered the language but the legislation reads differently. A new public building will have to show disabled access, accessible toilets etc. but an existing structure is asked to make 'reasonable adjustments'. As such, the school has to anticipate the needs of its pupils and visitors and react to the needs of its employees. Changes will be made in this regard for staff when a new appointment is made, a new child with specific needs starts the school, or when a current employee or pupil discloses a disability in order to alleviate any substantial disadvantage that a pupil or staff member with disabilities faces in comparison with other pupils or staff. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

For staff adjustments, the school can apply for a Government grant of up to 80% of the cost under the 'Access to Work' scheme.

The Act recommends a school be audited every 3 years. A further audit should be performed in June 2023. Fire Evacuation and Health & Safety legislation may conflict with DDA legislation. When this happens, both will supersede DDA, although H&S and DDA often overlap.

4. Action Plan:

The Equality Act makes it clear to schools that they must make 'reasonable adjustments' to make premises accessible to all users. Beechwood Primary School and Nursery have implemented a range of changes in recent years to make their premises and curriculum as accessible as they can be. We work hard to ensure that no child is disadvantaged in terms of facilities and equipment dependent upon need and to ensure that we achieve this goal, we work with outside professionals such as specialist teachers, occupational therapy and physiotherapy. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT GOOD PRACTICE | ACTIONS | PERSON RESPONSIBLE |
|---|--|---|---|
| Increase access to the curriculum for pupils with a disability | <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> | <p>Ensure all children to have access to the curriculum including out of school visits where appropriate. Complete individual need risk assessments.</p> <p>Ensure appropriate classroom support is in place.</p> <p>Make reasonable adjustments to ensure all children achieve, for example, scribing, use of technology, coloured overlays etc.</p> | <p>LL/SC?RG</p> <p>Class Teachers</p> <p>Class Teachers</p> |
| Improve and maintain access to the physical environment | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>Ramps</i> <i>Corridor width</i> <i>Disabled parking bay</i> <i>Disabled toilets and changing facilities</i> | <p>Ensure disabled parking space is always available.</p> <p>Ensure main entrance to school and internal doors accessible for wheel chairs.</p> <p>Check that corridors are wide enough to allow access for all pupils and wheelchairs.</p> <p>Ensure disabled toilets for adults and children are available.</p> | <p>HS</p> <p>HS</p> <p>GCh</p> <p>HS</p> |

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|--|--|--|---|
| Improve the delivery of information to pupils with a disability | <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>Internal signage</i> <i>Large print resources</i> <i>Braille</i> <i>Pictorial or symbolic representations</i> | <p>Ensure that any pupil with a physical disability will have access to the curriculum. An educational health care plan will be followed where appropriate and advice sought from outside agencies where necessary.</p> <p>Seek advice from external agencies and provide visual and auxiliary aids where appropriate and adapt the environment to meet these recommendations.</p> | <p>RG/CM</p> <p>RG/CM</p> |
| Dietary | <p><i>Our school is fully aware of any dietary requirements. Records are made on pupils' individual files and the school kitchen informed.</i></p> | <p>All children have access to food provided by Cheshire East catering. For pupils who have specific dietary requirements, ensure parental and medical advice is sought.</p> | <p>Admin Team</p> <p>School Kitchen</p> |
| Fire Evacuation & Lockdown | <p><i>Termly Fire Drills and Lockdown Procedures are undertaken.</i></p> <p><i>Staff and pupils with mobility issues have a nominated 'buddy' to aid egress from the school building.</i></p> | <p>Ensure an individual risk assessment is carried out for adults and children with mobility issues or physical disabilities.</p> <p>Ensure a member of school staff assigned in each individual case.</p> | <p>SHa/HS/RG</p> <p>SHa/HS/RG</p> |

5. Monitoring Arrangements:

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary.

It will be approved by Leadership and Management Governor Committee.

6. Links with other Policies:

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

- Health and Safety Policy
- Inclusion Policy
- Supporting Children with Medical Needs Policy

September 2023