

**Beaudesert Lower School**  
**Accessibility Action Plan 2015 - 2018**  
**September 2015**

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

A person has a disability 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 carry out normal day-to-day activities.

### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - 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
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Target	Action - Impact on the Learning	Timescales	Success Criteria	Colleagues Responsible
<p><b><u>Curriculum</u></b></p> <p>To learn about people with disabilities</p>	<p>Invite guest speakers to assemblies to talk about different disabilities, eg</p> <ul style="list-style-type: none"> <li>• Blindness – Guide dogs</li> <li>• Deafness</li> <li>• Other forms of disabilities</li> </ul>	Ongoing	Pupils are well informed and are empathetic to others needs	HT
<p>To learn about children in schools with disabilities, so that children understand and appreciate why they are being treated differently.</p>	<p>Invite the school nurse to talk to pupils in class/assemblies about pupils in our school with a disability, and how they can help, e.g.</p> <ul style="list-style-type: none"> <li>• Children with allergies</li> </ul>	Ongoing	Pupils are well informed and are empathetic to other pupils needs	HT
<p>Specialist equipment/resources – to be made available to pupils with specific needs</p>	<p>Research availability and cost of specialist equipment, and prioritise needs of school e.g.</p> <ul style="list-style-type: none"> <li>• Large print/Braille</li> <li>• Coloured acetates</li> <li>• Large, easi-grip pencils, crayons etc</li> </ul>	Ongoing	Specialist equipment purchased as appropriate to needs of identified pupils	Subject Leaders/ SENDCo
<p>To ensure that all</p>	<ul style="list-style-type: none"> <li>• Audit current position and needs</li> </ul>	As and when there	All equipment is	HT

equipment is suitable for use by any pupil with a disability e.g. computers, taps, sinks, ovens.	<ul style="list-style-type: none"> <li>Consider and cost the following <ul style="list-style-type: none"> <li>- Install long reach 'surgeon' style taps</li> <li>- Add Braille to domestic equipment e.g. cookers, microwave</li> <li>- Consider purchase of talking microwave</li> </ul> </li> </ul>	is a need	suitable for use by every pupil.	
Funding to be available to provide better provision for autistic child/ren	<ul style="list-style-type: none"> <li>SENDCo, SEN Governors, parents of autistic children to make a case for further provision and funding</li> </ul>	Ongoing	Funding and support is increased to meet the needs of pupils	SENDCo in liaison with HT and members of Finance Committee
<b><u>Physical Environment:</u></b> To make all entrances to and within the building accessible and easy to use.	<ul style="list-style-type: none"> <li>Consider the following according to priority and cost: <ul style="list-style-type: none"> <li>- widen doorways in school</li> </ul> </li> </ul>	Ongoing	All entrances are accessible by all pupils and parents and are easy to use.	HT Finance Committee
To provide ramp access to changes in level and step access by securing procedures to ensure the safety of users in the event of an emergency.	<ul style="list-style-type: none"> <li>Consider the following: <ul style="list-style-type: none"> <li>- steps up and over doorways to be replaced with ramps, particularly to portacabin.</li> </ul> </li> </ul>	Spring 2018	Ramps are implemented to enable pupils, parents and visitors access to every level and area of the school,	HT Finance Committee

			ensuring all parties are safe in the event of an emergency such as fire.	
<p><b><u>Written information</u></b></p> <ul style="list-style-type: none"> <li>• Staff questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• To gather information from individuals on new and existing staff asking if they have any physical hindrances to their practise</li> </ul>	Spring 2018	Information collated and entered into a data base. Information acted on appropriately	SLT
<ul style="list-style-type: none"> <li>• Governor questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• To gather information from individuals on new and existing governors asking if they have any physical hindrances to their practise</li> </ul>	Ongoing	Information collated and entered into a data base. Information acted on appropriately	HT Clerk to Governors

Sept 2015-2018

Target	Action - Impact on the Learning	Timescales	Success Criteria	Colleagues Responsible
<p><u>Curriculum</u></p> <p>To continue to learn about people with disabilities</p>	<p>Invite guest speakers to assemblies to talk about different disabilities</p>	<p>Ongoing</p>	<p>Pupils are well informed and are empathetic to others needs</p>	<p>HT</p>
<p>To continue to learn about children in schools with disabilities, so that children understand and appreciate why they are being treated differently.</p>	<p>Invite the school nurse to talk to pupils in class/assemblies about pupils in our school with a disability, and how they can help</p>	<p>Ongoing</p>	<p>Pupils are well informed and are empathetic to other pupils needs</p>	<p>HT</p>
<p>Specialist equipment/resources – what is available that could benefit our</p>	<p>Research availability and cost of specialist equipment, and prioritise needs of school eg</p> <ul style="list-style-type: none"> <li>• Loop system</li> </ul>	<p>Ongoing</p>	<p>Specialist equipment purchased as appropriate to needs of pupils</p>	<p>Subject Coordinators</p>

pupils?	<ul style="list-style-type: none"> <li>PE equipment</li> </ul>			
Specialist equipment/resources – what is available that could benefit our pupils?	Audit current position – consider the following: <ul style="list-style-type: none"> <li>- Low background noise</li> <li>- Good natural and artificial light</li> </ul>	Autumn 2016	Specialist equipment purchased as appropriate to needs of identified pupils	Subject Leaders/SEN Dco
	<ul style="list-style-type: none"> <li>Cost the following:             <ul style="list-style-type: none"> <li>- Increase soft furnishings to improve room acoustics</li> <li>- Replace 'warm light' fluorescent tubes with 'daylight' – increase wattage by 25% on a rolling programme</li> <li>- Regularly clean diffusers</li> </ul> </li> </ul>	Spring 2015		
	<ul style="list-style-type: none"> <li>Make plans to implement</li> </ul>	Summer 2018		
To provide more funding to provide better provision for autistic child/children	<ul style="list-style-type: none"> <li>SENDco, SEN Governors, parents of autistic children to make a case for further provision and funding</li> </ul>	Ongoing	Funding and support is increased to meet the needs of pupils	SENDco
<u><b>Physical Environment:</b></u> To make all entrances to and within the building accessible and easy to use.	Plans drawn up and prioritised to implement changes	Autumn 2017	All entrances are accessible by all pupils and parents and are easy to use.	HT
To provide ramp access to changes in	Implement the changes	Autumn 2017 Spring 2018	Ramps are implemented to	HT

<p>level and step access by securing procedures to ensure the safety of users in the event of an emergency.</p>			<p>enable pupils, parents and visitors access to every level and area of the school, ensuring all parties are safe in the event of an emergency such as fire.</p>	
<p><b><u>Written information</u></b> To produce promotional material that is accessible and welcoming to disabled pupils and parents.</p>	<ul style="list-style-type: none"> <li>• Review all documents – ensure that font size is increased (eg 14, Arial black type) and is used on white or yellow background for clarity</li> <li>• Add footers to documents stating 'Available in alternative formats'</li> <li>• Include descriptive captions when graphics and pictures are used in documents</li> <li>• Ensure documents have clear, full contact details</li> <li>• Number pages in documents, including total number of pages i.e. page x of x</li> </ul>	<p>Autumn 2018 Ongoing</p>	<p>The school's promotional materials are easily accessed and welcoming to all parents and pupils.</p>	<p>HT Marketing Committee</p>

Sept 2015- 2018

Target	Action - Impact on the Learning	Timescales	Success Criteria	Colleagues Responsible
<p><b><u>Curriculum</u></b> To continue to learn about children in our school and the wider community who may have disabilities</p>	<p>Invite guest speakers to assemblies to talk about different disabilities</p>	<p>Ongoing</p>	<p>Pupils are well informed and are empathetic to others needs</p>	<p>HT</p>
<p>To provide more funding to provide better provision for autistic child/children</p>	<ul style="list-style-type: none"> <li>• SENDco, SEN Governors, parents of autistic children to make a case for further provision and funding</li> </ul>	<p>Ongoing</p>	<p>Funding and support is increased to meet the needs of pupils</p>	<p>SENDco</p>
<p><b><u>Physical Environment:</u></b> To ensure that all doors and doorways are accessible to disabled pupils and parents.</p>	<ul style="list-style-type: none"> <li>• Audit current position</li> <li>• Consider the following               <ul style="list-style-type: none"> <li>- All doorways should provide a minimum opening of 800mm (preferably 900mm)</li> <li>- Provision of good colour contrast</li> </ul> </li> </ul>	<p>Autumn 2017</p>	<p>Doors and doorways are accessible by all pupils and parents.</p>	<p>HT</p>



	<p>between doors, frames and floors can improve visibility</p> <ul style="list-style-type: none"> <li>- Double doors should be replaced with door-and-a-half where the wider door provides a clear 900mm opening</li> </ul> <ul style="list-style-type: none"> <li>• Cost the improvements</li> <li>• Implement the changes</li> </ul>			
<p>To make changes that will make the approach to the building more accessible and easy to traverse.</p>	<ul style="list-style-type: none"> <li>• Audit current practise</li> <li>• Consider the following: <ul style="list-style-type: none"> <li>- Installation of tactile paving to all path junctions/navigation points</li> <li>- Improvement of visibility of all bollards</li> <li>- Addition of high contrast banding to gates and posts</li> </ul> </li> <li>• Cost the changes</li> <li>• Implement the changes</li> </ul>	<p>Spring 2015</p> <p>Summer 2015</p>	<p>Changes are made to the building and as a result the building is more accessible and easy to traverse.</p>	<p>HT</p>
<p><b><u>Written information</u></b></p> <p>To produce promotional material that is accessible and welcoming to disabled pupils and parents.</p>	<ul style="list-style-type: none"> <li>• Review all documents – ensure that font size is increased (eg 14, Arial black type) and is used on white or yellow background for clarity</li> <li>• Include descriptive captions when graphics and pictures are used in</li> </ul>	<p>Ongoing</p>	<p>The school’s promotional materials are easily accessed and welcoming to all parents and pupils.</p>	<p>HT Marketing Committee</p>

	<p>documents</p> <ul style="list-style-type: none"><li>• Ensure documents have clear, full contact details</li><li>• Number pages in documents, including total number of pages i.e. page x of x</li></ul>			
--	--	--	--	--