



Accessibility Policy and Accessibility Plan 2024 - 2027

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Approved by Full Governing Body	April 2024



Beaundesert Lower School Accessibility Policy and Accessibility Plan

Beaundesert Lower School is committed to taking all reasonable steps to avoid placing any individual with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any protentional barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the SEND Policy and ensures its practices and environments are accessible and inclusive for all stakeholders.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal Framework.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE 'The Equality Act 2010 and schools'



- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- School Development Plan

2. Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

3. Roles and responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.



The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing body and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

The Accessibility Plan will be structured to complement and support the Special Educational Needs and Disabilities (SEND) Policy.



The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be April 2027. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

5. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.



6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The class teachers and SENCO will work together to ensure that the pupil's EHC plan is implemented, and that teaching is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.



8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are considered; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

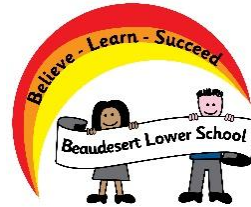
The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

9. Monitoring and review

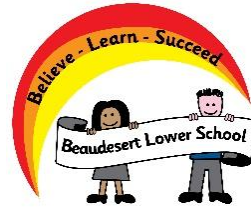
This policy will be reviewed every 3 years or when new legislation or guidance concerning equality and disability is published. The governing body and headteacher will review the policy in collaboration with the SENCO.



1. Improving Participation in the Curriculum					
Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/Senco	Termly meetings with parents/carers, EHCP Annual review meetings with Senco Online learning sessions	Time allocated	In place and ongoing	Parents/carers fully informed about progress and engage with their child's learning.
Training for staff on increasing access to the curriculum for all pupils	SLT/Senco/ School Nursing Team	Epi-pen training Access to courses, CPD, i.e. differentiating the curriculum. Outreach support from educational professionals Training from SALT, Learning & Behaviour Team Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Physiotherapists, Occupational Therapists.	INSET Days, Training time TA time allocated	In place and ongoing: Epi-pen training via National College CPD platform	Increased access to the curriculum Needs of all learners met Maintain records of staff trained Staff members have the skills to support pupils with SEND
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	SLT/Senco	Strategic deployment of 1:1 support staff and Teaching Assistants. Purchase and allocate other resources as needed e.g. sloping boards for writing, reading rulers, coloured exercise books, overlays, pencil grips, tablets, Postural Seating. Ensure specialist equipment is checked daily, termly assessed by OT, also serviced annually. (Seek advice from OT if needed)	Resources required for individual pupils	In place and ongoing	Positive impact on pupil progress. Barriers to learning are removed.
Adaptions to the curriculum to meet the	Senco/SLT	Pastoral/Nurture support, time table adaptions Use of access arrangement for assessment/National tests.	Allocated time for pastoral/Nurture teacher	In place and ongoing	Needs of all learners met enabling positive outcomes.



needs of individual learners		Individual physiotherapy/OT programmes.	Termly update with Physio/OT		
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/Senco/ Staff leading clubs	Risk Assessments will be undertaken where appropriate. External club advisors to comply with all legal requirements.	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND
2. Improving Physical Environment					
Priority	Lead	Strategy/Action	Resources	Time	Success Criteria
Provision of accessible equipment/ambient toilets	JS	Maintain wheelchair accessible toilets, ensuring pull cords are maintained, access routes clear.	Caretakers daily checks	In place and ongoing	School fully accessible for stakeholders.
Access into and around school and reception to be fully compliant	HT/JS	Clear route through school Parents to have access to allocated parking within staff car park if required.	Caretakers time to complete access route during opening of school	In place and ongoing	School accessible for all stakeholders
Improvements to help visually impaired	HT/JS	Maintenance of steps, doors or identified hazards highlighted with yellow paint. Trip hazards identified by Health and Safety Officer or Headteacher, to be addressed with the support of the School Caretaker, where applicable	Caretakers daily checks	In place and ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Maintain safe access around exterior of school	HT/JS	Ensure the pathways are kept clear of obstructions and vegetation	Included within Grounds Maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways.



Maintain safe access around the interior of the school	HT/JS	Awareness of flooring/furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school
3. Improve the Delivery of Written information					
Priority	Lead	Strategy/Action	Resources	Time	Success Criteria
Availability of written material in alternative forms	Office/SLT/Senco	Newsletters published on school's website and sent to parents weekly via the Reach More Parents App Key information published on school website Google Translate included within Reach More Parent App, which is accessible for all parents.	Contact details, cost of Google Translate and Reach More Parents app	In place and ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils/parents with visual impairment	Class Teacher/Senco/Office	Seek and act on advice from external providers on individual pupil requirements Use of magnifier where appropriate Provide written information in alternative formats	Loan/purchase costs of magnifier or other specialist equipment Print documents in large fonts	In place and ongoing	Written information is fully accessible to children and parents with visual impairments.