



Accessibility Plan 2021

Date of Policy	April 2021
Review Date	April 2024
Approved by Full Governing Body	April 2024



Beaudesert Lower School Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourable for a reasons related to their disability:
2. To make reasonable adjustments for disabled pupils, so that they are not a substantial disadvantage
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposal for the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increase the extent to which disabled pupils can participate in the school curriculum:
- 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 to disabled pupils of information, which is provided in writing for pupils who are not disabled.

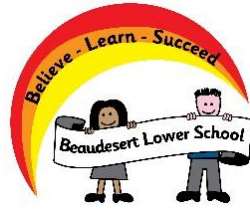
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Context of our School

Beaudesert Lower School is a mainstream school for boys and girls aged 4 to 9 years old. The school comprises of one single storey building and a portable classroom. There is access to all classrooms and main areas of the school. The portable classroom has a ramp to access the building and steps located at each fire exit. Fire evacuation chairs are located in each classroom of the portable building.

The School's Aims

- To be at the heart of our locality working in partnership with families and the wider community.
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and full field life.



- To deliver first quality teaching, with high expectations for all, that enables children to success and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning.
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination action (amended for schools 2001)
- Code of Practice for school (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current Good Practice:

We aim to ask about any disability or health condition in early communication with new parents and carers as part of our admissions procedure.

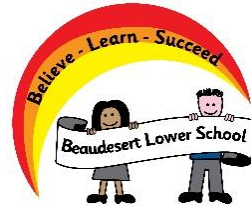
Most entrances to the school are either flat or ramped. The main entrance has been modified and has a wide door with a side opening leading into the foyer. The reception area is accessible for wheelchair users. There is a disabled toilet available fitted with a handrail and emergency pull cord in the main building and portable classroom. There are two ambient toilets located in the KS2 activity area. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual's needs.

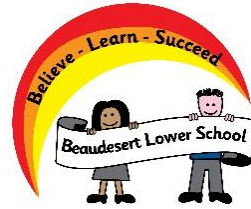
We consult with experts when new situations regarding pupils with disabilities are experienced.



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, ECHP 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 Nurse	Epi-pen training Access to courses, CPD, 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.	Training time TA time allocated	In place and ongoing: Epi-pen training, visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
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, 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 needs of individual learners	Senco/JM	Pastoral/Nurture support, time table adaptions Use of access arrangement for assessment/National tests. Individual physiotherapy/OT programmes.	Allocated time for pastoral/Nurture teacher Termly update with Physio/OT	In place and ongoing	Needs of all learners met enabling positive outcomes.



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 wheelchair/ambient toilets	JS	Maintain wheelchair accessible toilets, ensuring pull cords are maintained	Maintenance costs	In place and ongoing	School fully accessible for wheelchair users
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.	Maintenance Costs	In place and ongoing	School will be accessible for wheelchair users
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	Cost of materials	In place and ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improve signage to indicate access routes around school	HT/JS	Signs indicate disabled parking and wheelchair friendly routes around the school	Costs of Signs	Summer 2022	Disabled people aware of wheelchair access.



Maintain safe access around exterior of school	HT/JS	Ensure the pathways are kept clear of obstructions and vegetation	Costs included in 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 emailed to parents weekly Key information published on school website Improve availability of information for parents using myschool app Provide translated documents where appropriate	Contact details, cost of translation and Myschoolapp.	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 advise from external providers on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation Documents available in larger font if required	Loan/purchase costs of magnifier or other specialist equipment Print documents in large fonts	In place and ongoing	Pupils/parents/carers to access all school documentation