

Beamish Primary School

Accessibility Plan

Last updated: 14 February 2020

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Signed by:

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| _____ | Headteacher | Date: | _____ |
| _____ | Chair of governors | Date: | _____ |

Aims of the Accessibility Plan

This plan outlines how Beamish Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every 3 years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The governing body will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing body will assess the extent to which pupils and parents with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

| | Issue | What | Who | When | Outcome | Review |
|-------------|--|--|-------------------------------|-------------|--|-------------|
| Short term | New curriculum in place and accessibility audit has not been done. | Audit of the curriculum | Headteacher, teachers, SENCO | Autumn 2020 | Management and teaching staff are aware of the accessibility gaps in the curriculum | Summer 2021 |
| | Some new staff members do not have the skills to support pupils with SEND | INSET provided to staff members Training for teachers on differentiating the curriculum | Headteacher, SEND team, SENCO | Summer 2020 | Staff members have the skills to support pupils with SEND | Autumn 2021 |
| Medium term | School trips do not always take into account pupils with SEND in the original planning process | Needs of pupils with SEND are incorporated into the planning process | Teachers, SENCO | Summer 2020 | Planning of school trips takes into account pupils with SEND. Enrichment document audited. | Summer 2022 |
| Ongoing | New pupils, or pupils with a new diagnosis cannot always access lessons. | Follow educational advice. Provide tablets and other adjustments for pupils with SEND as required. | Headteacher, SENCO | Summer 2020 | Pupils with SEND can access lessons | Spring 2021 |

Planning duty 2: Physical environment

| | Issue | What | Who | When | Outcome | Review |
|--------------------|--|--|------------------------------------|-------------|--|-------------|
| Short term | Physical environment is old and some parts of the school are inaccessible | Audit of physical environment taking accessibility needs of current children into consideration. | Premises Committee and SLT | Spring 2021 | School is aware of accessibility barriers to its physical environment and will make a plan to address them | Summer 2022 |
| Medium term | Learning environment of pupils with visual impairments is not accessible | Incorporation of appropriate colour schemes, filters, blinds, IT support | HT, SENCO, Visual impairment team | Summer 2020 | Learning environment is accessible to pupils with visual impairments | Autumn 2020 |
| | Learning environment of pupils with hearing impairments is not accessible | Hearing loops considered. Quiet space made available. | HT, SENCO, Hearing impairment team | Summer 2020 | Learning environment is accessible to pupils with visual impairments | Autumn 2020 |
| Long term | Toilets are not accessible to wheelchair users | Construction work undertaken | Building contractors | Summer 2022 | Toilets are fully accessible | Spring 2023 |
| | The building is split level and those with ambulatory difficulties cannot get from one end of the building to the other without going outside. | Ramp built bridging the two levels | DCC | Summer 2022 | School buildings are fully accessible to those with ambulatory difficulties | Spring 2023 |

Planning duty 3: Information

| | Issue | What | Who | When | Outcome | Review |
|--------------------|---|--|--------------------|-------------|--|-------------------------|
| Short term | Some information to parents is not fully accessible. | Audit of information and delivery procedures | SENCO, ICT manager | Spring 2021 | School information is more accessible. Staff consider a range of formats when providing information. Additional support is always well signposted. | Summer 2021 |
| Medium term | School does not know how to make written information fully accessible to parents. | Schools seeks advice from external advisors | SENCO | Summer 2021 | School is aware of local services for converting written information into alternative formats | Autumn 2021 and ongoing |