

Beamish Primary School



Accessibility Plan 2023-2026

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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).

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 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.

1. The School's Aims

At Beamish Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We aim to treat all our whole school community with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to :

- Be at the heart of our locality by working in partnership with families and the wider community
- Be a learning community which fosters creativity, independence and a passion for learning.
- Enable our children to develop the essential skills for a happy and fulfilled life.
- Deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- Provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

Our Aims are to provide:

- Full access to the curriculum
- Full access to the physical environment
- Full access to information

2. Current Good Practice

As part of our school admission procedure we ask about any disability or health condition in early communications with new parents and carers. On entry to Nursery, family discussions are held with the parents to ascertain any health/behavioural problems that may indicate potential difficulties. We will contact the feeder school and hold discussions with parents of children wishing to enter school throughout the year.

Access to the curriculum

The curriculum is adapted to the needs of pupils as required.

This includes:

- A differentiated curriculum for all pupils.
- Resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum progress being tracked for all pupils, including those with a disability.
- Consulting with experts when new situations regarding pupils with disabilities are experienced.
- Supporting pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult.
- Setting targets that are appropriate for pupils with additional needs.
- Regularly reviewing the curriculum to ensure it meets the needs of all pupils.
- All children having the opportunity to be involved in extracurricular activities, and alternate arrangements are made to fully include them, e.g. hiring transport with access for wheelchairs, arranging swimming at alternative location for disabled children.

Access to the physical environment

We consider that the physical environment provided by our school offers an appropriate setting for the integration of a wide range of disabled pupils.

This includes:

- Children's and adult toilets, designed for those with disabilities and positioned at suitable points within the building to enable easy access;
- A fully networked environment, with broad band internet access in all classes. This enables easy access to the school network which, will provide an increasingly wide range of software to meet the needs of disabled pupils;
- All classrooms have interactive whiteboards facilitating a wide range of learning styles;
- A large multi-use hall with wide double doors on entry, enabling access. The hall also has a floor area of sufficient size to ensure that any disabled pupil accessing PE in their wheelchairs will be able to safely join in the planned class activities;
- A flat and open school yard promoting the use of the outdoor environment by pupils with mobility difficulties.
- A sensitive system of classroom ventilation which means that the rooms can be maintained at appropriate temperature and fresh air levels;
- Classrooms are optimally organised for disabled pupils. Seating arrangements are adapted to accommodate children with special needs, e.g. wheelchair.
- Quiet areas are allocated for children to have small group time, and there are rooms available for withdrawal of children for 1:1 attention;
- Wide corridors and doors permitting easy movement around the building for those with mobility difficulties;
- Library shelves at wheelchair-accessible height;

- All entrances to the school are either flat or ramped and have wide doors;

Our school uses a range of communication methods to ensure information is accessible.

This includes:

- Internal signage
- Large print resources
- Pictorial or symbolic representations

3. 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 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.

4. Improving Participation in the Curriculum

| Priority | Action | Who | Timescale | Outcome /Success criteria |
|---|---|-------------------------|----------------------------|--|
| Effective communication and engagement with parents. | <ul style="list-style-type: none"> • Termly meetings with parents/carers. • Termly consultations, annual review meetings with SENCo. • Stay and Learn sessions | HT, SLT teachers, SENCO | In place and ongoing | Parents/carers are fully informed about progress & engage with their child's learning. |
| Increase access to the curriculum for pupils with a disability. | <ul style="list-style-type: none"> • Audit of current sensory equipment and resources for diversity with a focus on disability. • Ensure disability is considered in trip offers. • When trips are organised, an assessment will made of their accessibility for all pupils before trip is booked. | HT, SLT teachers, SENCO | Autumn 2024 Ongoing | Staff and pupils are able to access a greater range of resources which meet need. All children are able to participate in all trips. |
| Training for staff on increasing access to the | <ul style="list-style-type: none"> • Intimate care policy and trained staff. | HT, SLT, SEND team, | In place and ongoing: | Staff members have the skills |

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| curriculum for all pupils. | <ul style="list-style-type: none"> • Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team. • Access to courses, CPD • Outreach support from LA & local special school • Online resources for CPD shared with staff • Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. | SENCO & school nurse | Regular visits from outside professionals | <p>to support pupils with SEND.</p> <p>Increased access to the curriculum.</p> <p>Needs of all learners met.</p> <p>Maintain records of staff trained.</p> |
| Effective use of resources & specialised equipment to increase access to the curriculum for all pupils. | <ul style="list-style-type: none"> • Strategic deployment of support staff/intervention teacher. • Use of ICT, eg: Clicker & voice activated text. • Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys. • Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support) | SENCO, SLT & HT | <p>In place and ongoing</p> <p>Install specific apps to support learning on ipads</p> <p>Other resources as required for individual pupils</p> | <p>Positive impact on pupil progress.</p> <p>Barriers to learning are removed.</p> |
| Adaptations to the curriculum to meet the needs of individual learners. | <ul style="list-style-type: none"> • Pastoral support & timetable adaptations. • Individual physiotherapy/OT programmes. • Speech and language therapy programmes. • Specific training in word processing skills. • Use of access arrangements for assessment/National tests | HT, SLT, SENCO & Teachers | In place and ongoing. | Needs of all learners met enabling positive outcomes. |
| Improve educational experiences for visually impaired pupils. | <ul style="list-style-type: none"> • Consult Sensory Support team. • Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs | SENCO & class teachers | In place when required - regular visits from sensory support team. | Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced. |
| Improve educational experiences for | <ul style="list-style-type: none"> • Daily maintenance and use of radio aids when required. | SENCO & class teachers | In place when required - regular visits | Staff know how to operate/maintain hearing |

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| hearing impaired pupils. | <ul style="list-style-type: none"> Consider hearing loop/soundfield systems if recommended. Consult Hearing Impairment team | | from sensory support team. | technology & learning experiences of pupils enhanced. |
| 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. | <ul style="list-style-type: none"> Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements. | SLT, SENCO & staff leading clubs | Ongoing Specialist equipment is purchased if needed to allow a child to access a club. | Increased access to the extra-curricular activities for all pupils with SEND. |

5. Improving Physical Environment

| Priority | Action | Who | Timescale | Outcome /Success criteria |
|--|--|--|---|--|
| Access into and around school and reception to be fully compliant. | <ul style="list-style-type: none"> Audit of physical environment taking accessibility needs of current children into consideration. Wide doors and corridors. Clear route through school. | Premises committee and SLT | In place and ongoing | <p>School is aware of accessibility barriers to its physical environment and will make a plan to address them.</p> <p>School will be accessible for wheelchair users.</p> |
| Provision of wheelchair accessible toilets. | <ul style="list-style-type: none"> The building is over 100 years old and is split level. An external ramp has been installed bridging the two levels. | SLT & premises manager DCC Building contractors | In place and ongoing Consider installing an internal ramp from the EYFS to the main school corridor. | School will be accessible for wheelchair users. |
| Improvements to help the visually impaired. | <ul style="list-style-type: none"> Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed, with support from the Sensory Team where applicable. Incorporation of appropriate colour schemes, filters, blinds, IT support | HT, SENCO, Visual impairment team | In place and ongoing maintenance. | <p>Learning environment is accessible to pupils with visual impairments.</p> <p>Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.</p> |
| Improvements to help the hearing impaired. | <ul style="list-style-type: none"> Quiet space made available. | HT, SENCO & Hearing | Ongoing | Learning environment is accessible to |

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| | <ul style="list-style-type: none"> Install hearing loop/soundfield when necessary. | impairment team | | <p>pupils with hearing impairments.</p> <p>Learning experiences of pupils with hearing difficulties enhanced.</p> |
| Maintain safe access around exterior of school. | <ul style="list-style-type: none"> Ensure that pathways are kept clear of vegetation. | HT, SLT & premises manager | In place and ongoing | People with disabilities can move unhindered along exterior pathways. |
| Maintain safe access around the interior of the school. | <ul style="list-style-type: none"> Awareness of flooring, furniture and layout in planning for disabled pupils. | HT, SLT & teachers | In place and ongoing | People with disabilities can move safely around the school. |

6. Improve the Delivery of Written Information

| Priority | Action | Who | Timescale | Outcome/success criteria |
|--|---|-------------------------|--|---|
| Availability of written material in alternative formats. | <ul style="list-style-type: none"> Audit of information and delivery procedures. Newsletter send to parents on Class Dojo. Improve availability of information for parents – display appropriate leaflets for parents to collect. Key content published on school website Provided translated documents where appropriate. | HT, SLT Office & SENCO, | <p>Autumn 2023</p> <p>In place & ongoing</p> | <p>School information is more accessible.</p> <p>Staff consider a range of formats when providing information.</p> <p>Additional support is always well signposted.</p> |
| Ensure documents are accessible for pupils with visual impairment. | <ul style="list-style-type: none"> Seek and act on advice from sensory support advisor on individual pupil requirements. Use of magnifier where appropriate. Ensure large, clear font used in documentation. | SENCO & class teachers | In place & ongoing | Pupils able to access all school documentation . |
| Evacuation of Individuals with disabilities. | <ul style="list-style-type: none"> When required we will develop and implement a Personal Emergency Evacuation Plan (PEEP) | HT, SENCO & SLT | In place & ongoing | Individuals with disabilities will be able to evacuate the premises safely in the event of an emergency. |