



Accessibility Plan

Sept 2024

Introduction

The Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- Promote equality of opportunity of disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish an Accessibility Plan to show how they will meet these duties.

The Equality Act 2010 defines disability as “a physical or mental impairment that has a “substantial” and “long-term” negative effect on your ability to do normal daily activities.” Under this definition, learning difficulties such as developmental delay, dyslexia, autism, hearing or visual difficulties are classified as disabilities.

The Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- To plan to increase access to education for disabled pupils

Beckers Green Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

It is a requirement that the school’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary. In drawing up the Accessibility Plan the school has referred to the Accessibility Audit carried out by the Trust and has focused on the following priorities:

- Ensuring the physical environment is safe and accessible to all
- To ensure access to the curriculum for all – with a focus on resources and the learning environment
- To ensure staff receive training to enable them to meet the needs of all children in our school community

Beckers Green Primary School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school’s publication of equality information and objectives explains how we ensure equal opportunities for all our students.

The school curriculum is regularly reviewed by the Head teacher and all subject leads to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and parent updates via Edukey
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is adapted where necessary
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Signed by

Head Teacher  _____ Date: 4/9/24 _____

SENCo _____ E Carvalho _____ Date: 4/9/24 _____

Governor _____ Date: _____

Focus 1 – Physical environment				
Target	Action	Timescale	Resources	Responsibility
To improve disabled access for wheelchair users	Paddle taps to be added to Crocodiles classroom. Coathooks moved in Crocodiles class. Paper towels moved to lower level in classroom.	By start of term Sep 2024.	Trust/SCA	Site manager Plumber
	Ensure corridors free of clutter to allow ease of access Ramp to hive is kept clear of leaves and debris Install evacuation chair for emergency use in staff area upstairs. Install ramp for wellbeing workshop	Ongoing Ongoing Consider funding options – end of year summer 2025.		SENCO Site manager Investigate funding options – Estates manager. SCA funding Zoe Di Paola Headteacher
	Drop kerb to be installed in car park to improve access to hall and back of school. Remove posters from external doors to improve view through front door. Install sign for car park and speed limit info.	Half term Oct 24. Half term Oct 24 End of year		

Focus 2 – Access to curriculum				
Target	Action	Timescale	Resources	Responsibility

Increased opportunities for children with SEND to access extra-curricular clubs and activities including outdoor learning	Activity tracker compiled by PE lead to monitor activity levels of all children	Dec 2024		PE lead
	Clubs run to target children with SEND such as New Age Kurling, Boccia etc.	Ongoing		PE and Clubs lead
Improve range of resources for children with language difficulties.	Ensure that children who fall into the bottom 20% of reading attainment are closely monitored by SLT	Ongoing	PTA funds and English budget	SENCO and reading leads
	Buy dyslexia friendly exercise books and reading books	Ongoing		Librarian and English lead
	Increase dual coding on slides and displays in classrooms			All teachers
Ensure planning details any adaptations required for children with SEND across the curriculum	All teachers to ensure planning is adaptive and this is clear on plans to enable LSAs and teachers to support need effectively	Ongoing		Subject leads Senco Headteacher

Create extra space within school to allow small group teaching and individual learning pods	Investigate further funding streams from Inclusion Project to purchase further cabin to increase small group interventions.	End of Dec. 24.		SENCO and Estates manager
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Focus 3 – Staff training				
Target	Action	Timescale	Resources	Responsibility

To ensure staff remain well informed and confident of TPP strategies and PRICE. continue to offer update training on Trauma perceptive practice and PRICE to ensure	Continue to offer update training to all staff on TPP and PRICE.	Sep training day. Ongoing throughout year.	CPD budget	Headteacher SENCO Pastoral team
Increase training in areas of SEND ie.) ADHD awareness, Autism.	Multi-schools council to continue to run whole-school assemblies on SEND and specifically ADHD Multi-schools council to run ADHD staff training	Ongoing		SENCO

	One to one termly teacher/SENCo meetings to discuss supporting individual needs SENCo to attend relevant training and local/trust clusters SEND parents afternoon tea held annually in order to build networks and provide support – EP and IP to attend	Ongoing Spring term 2025		SENCO
Diabetes training	Adequate staff trained to support growing number of children with diabetes in school. SENCo signed off to supervise the injections for most children in order to limit impact of decreased staffing levels	Ongoing		SENCO

