



Accessibility Plan

Sept 2022

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: ___4/12/2022_____

SENCo _____ E Carvalho _____ Date: _06.12.2022_____

Governor _____ Date: _____

Focus 1 – Physical environment				
Target	Action	Timescale	Resources	Responsibility
To improve disabled toilet facilities	<p>Light switches to be replaced in reach.</p> <p>Emergency call system to be replaced and linked to reception.</p> <p>Door handles and locks to be updated to be easily grasped.</p> <p>Hand dryers placed for wheelchair users.</p> <p>Grip rails added.</p> <p>Raised height of WC Basins to be fitted with lever taps</p>	By Oct Half term 2022	Trust/SCA	<p>Site manager</p> <p>Head of Estates</p>
To improve wheelchair access on site	<p>Site survey from specialist Essex team (PNI ST).</p> <p>Develop plan of improvements.</p> <p>Ensure corridors free of clutter to allow ease of access</p> <p>Improve directional signage in building</p> <p>Install evacuation chair for emergency use in staff area upstairs.</p> <p>Ramp to hive is kept clear of leaves and debris</p> <p>Install ramp for wellbeing workshop</p> <p>Increase size of disabled toilet in Lower Key stage 2 corridor to allow for</p>	<p>Sept 2023</p> <p>Ongoing</p> <p>Sept 2024</p> <p>Ongoing</p> <p>July 2024</p>	<p>Essex/Resources</p> <p>Resources</p> <p>Resources</p>	<p>SENCO</p> <p>Site manager</p> <p>Site manager</p> <p>Site manager</p> <p>Site manager</p>

	changing table, additional staff and hoist.	Sept. 2023	Essex/Resources	Site manager SENCO
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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	July 2023		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	Additional shed to be purchased and erected next to Wellbeing workshop	Feb 2023	Life without labels funding - Essex	SENCO and Site manager
	Branch out group to use this space regularly to support children with sensory and SEMH needs (lower risk of exclusion)	Ongoing		
	Rainforest room provision provides individual spaces for children with Educational Health Care plans who may need time away from main class.	Ongoing		

Focus 3 – Staff training				
Target	Action	Timescale	Resources	Responsibility
To complete Trauma Perceptive practice training to equip staff with understanding to deliver Behaviour strategies	Complete TPP Training on school's behaviour policy – adult response pathways and Time to Talk	July 2023 Sept. 2022	CPD budget	Headteacher
Staff are adequately trained in restraint training	Complete TPP Restraint training - PRICE	July 2023	SEND funding or through PLN	SENCO
Increase training in areas of SEND ie.) ADHD awareness, Autism.	Multi-schools council to run whole-school assemblies on SEND and specifically ADHD Multi-schools council to run ADHD staff training	January 2023 March 2023		SENCO

	<p>One to one termly teacher/SENCo meetings to discuss supporting individual needs</p> <p>SENCo to attend relevant training and local/trust clusters</p> <p>SEND parents afternoon tea held annually in order to build networks and provide support – EP and IP to attend</p>	<p>Ongoing</p> <p>Spring term 2023</p>		SENCO
Diabetes training	<p>Adequate staff trained to support growing number of children with diabetes in school.</p> <p>SENCo signed off to supervise the injections for most children in order to limit impact of decreased staffing levels</p>	Ongoing		SENCO

