



Accessibility Plan

Approved by:	Governing Body	Date: January 2022
Last reviewed on:	January 2022	
Next review due by:	January 2024	

Statement of General Aims of the School

The Governors and Staff of Beal Vale Primary School believe that we provide the vital transition from home to the outside world, and another step in the learning process which begins the moment a child is born. We believe that Learning is for Life.

Our school motto is:

Learning is for Life, Enjoy the Journey!

We hope to lay the foundation for academic learning, fostering a love of knowledge and a desire to achieve. We seek to provide a setting that gives all children the best possible learning opportunities, matched to their individual needs, within a happy and safe environment.

We are committed to providing equal opportunities for all.

We recognise and value diversity within our school, community and the wider world.

Whilst academic achievement is important, we recognise our role in developing the “whole child”. Therefore we aim to promote not just intellectual growth but his/her physical, social, moral, spiritual, emotional, creative and aesthetic development, as well as raising self-esteem, encouraging our 3R behaviours – Respect, Responsibility and Reflection.

As a School we continually strive to improve and aim to prepare our pupils to make a positive and responsible contribution to life in our ever-changing and increasingly technological world. We aim to develop a strong partnership with parents and encourage all our pupils to develop as citizens of the school and wider community.

Introduction

Beal Vale Primary School accessibility plan has been developed in conjunction with current legislation.

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- The Equality Act 2010 and schools.
- Special Educational Needs and Disability Code of Practice: 0-25 years (August 2014)
- Public Sector Equality Duty Guidance for Schools in England 2014.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

Schedule 10 of the Equality Act requires responsible bodies in school to prepare an accessibility plan.

An accessibility plan is a plan for, over a prescribed period—

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The delivery in sub-paragraph (2)(c) must be—

- (a) within a reasonable time;
- (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Our school's accessibility plan is aimed at:-

- Increasing the extent to which disabled pupils can participate in the curriculum
- Reasonable adjustment to improvement the physical environment of the school to enable pupils to take advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Protected Characteristics of the Equality Act 2010 are:-

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

- Age
- Marriage or civil partnership

The purpose and direction of the school's plan: vision and values

The school's ambitions for disabled members of the school community; pupils, staff and visitors to school are focused on ensuring maximum participation, respect, contribution and achievement for all.

The school is committed to making reasonable adjustments for pupils, staff and visitors with disabilities to ensure they receive the support they need to work and are able to pursue their ongoing personal and professional development.

The aim of the head teacher, governing body and school community is to ensure all aspects of school life are accessible to everyone. Additional needs of children, staff and visitors to the school are taken into account in all planning and the provision of facilities and resources to ensure good educational outcomes. Beal Vale School has an ongoing commitment to continually improve accessibility. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. This will be achieved through strategic planning and prudent budget management in consultation with pupils, staff and friends of the school.

Beal Vale School has high ambitions for all its pupils and expects them to participate in, contribute to and achieve in all aspects of school's life.

Legislation and guidance.

School policies relating to special educational needs, the administration of medication, anti-bullying, risk assessments and managing behaviour take into account the necessary responses for children and young people who are within the remit of the Special Educational Needs and Disability (SEND) Code of practice and Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the SEND Code of Practice 'long-term' is defined as 'a year or more' and substantial is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health condition such as asthma, diabetes, epilepsy and cancer.

Beal Vale School Staff are trained to provide the range of care and support the children need. Carefully considered planning, combined with open and collaborative decision making has resulted in appropriate responses to individual need. Parents work in partnership with school staff for the well being of the pupils.

The staff are aware of the curricular needs of pupils with a range of disabilities following INSET training. Individual needs are discussed by SENDCo with parents and other professionals and then shared with staff through a Health Care plan. Individual staff access a range of training courses to develop skills and awareness, in partnership with Speech & Language service and QUEST.

Whole class planning and the standard of quality first teaching has resulted in the majority of pupils with identified special educational needs having their needs met through short term small group interventions and SEN support.

Pupils with special educational needs and those with disabilities take a full and active part in all aspects of school life including extra curricular activities.

Members of staff with disabilities are encouraged to discuss their needs in confidence with the head teacher who endeavors to meet their needs as sensitively as possible.

Increasing the extent to which disabled pupils can participate in the school curriculum.

The achievements of all pupils are celebrated. Circle time PSHE activities and whole school assemblies have also helped raise positive attitudes towards children and young people with learning difficulties and disabilities. The school has evaluated the impact the delivered curriculum has upon pupils with disabilities. Provision management firmly embedded with the first emphasis on whole class planning and quality first teaching.

The effectiveness of whole class planning, the class teachers adapting their teaching style to match pupil learning styles and introducing modified activities for individual pupils has had a good impact on pupil progress.

The school has a flexible staffing approach to respond to the needs of children and young people with learning difficulties and disabilities. Effective strategies are in place and good use is made of access to specialist advice and support from local authority services. Staff lead small group focused interventions matched to individual needs.

The views of pupils and parents are included in ongoing evaluation of intervention through regular reviews. This in turn informs further developments.

Improvement in the physical environment of the school.

2008 - Lighting throughout the school has been improved.

2009 - An outdoor shelter is now available for parents to use.

2010 - Safe surfacing was installed around the tyre park in the playground.

2012 – Redesign and extension to front of school to accommodate new reception facilities, waiting area, larger staff area and accessible meeting room.

2013 – Redesign and full refurbishment of classrooms, communal areas, toilet facilities from Reception class – Year 4 Classroom.

2013 – Repairs and maintenance to main school path.

2013 – Resurfacing and redesign of schools car park to include disabled parking.

2014 – Ramp to junior playground.

2014 – Final full refurbishment stage for internal Year 5 & Year 6 classroom, communal areas and toilet facilities.

2016 – Resurfacing of the playground and change of Key Stage 1 provision.

2017 – Addition of a fire door to Year 3 classroom.

2022 – Redevelopment of EYFS outside area.

Links with other policies.

This accessibility plan is linked to the following policies and documents:-

- Risk Assessments
- Health & Safety Policy
- Equality information and objectives

- Special Educational needs information report and Policy
- Supporting children with Medical Needs Policy

Appendix 1 Action plan

Aims

- a) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- b) To increase the involvement of those with disabilities in deciding action that impacts on them.
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

Target	Strategy	Outcome	Lead person	Timescale	Monitoring
Increase access to the curriculum					
a) Whole staff training to develop understanding and strategies to support children with poor Speech and Language.	Use of QEST SLA time to design and deliver bespoke training linked to school need. Continued CPD and training for staff on an individual need basis.	Individual members of staff more confident in strategies and teaching methods to support pupils with poor levels of SaLT.	SENCo accountable to Head Teacher.	2022-23	SENCo – reports to Head and Governors
b) Audit of after school club participation to ensure, where reasonable, inclusive involvement is considered.	Review all out of school provision to ensure compliance with legislation. Develop of opportunities for SEND children to take part in competitive sports through the School Sports Partnership	All out of school activities will be conducted in an inclusive environment that comply with current legislation. A wider range of opportunities for all children with a focus on widening the reach of sports outside the school setting to all groups.	Head Teacher, Deputy Head Teacher, PE Lead and School Sports Partnership	Ongoing	SENCo/ Head/PE Lead
c) Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils have independent access to the resources required to best support their learning.	Senco accountable to Head Teacher	Ongoing	Teachers Teaching Assistants
Increase access to the physical environment					
a) Define nosings on steps around the school with yellow markings	All nosing's to have a yellow Strip painted at the edge.	Step nosing easily identifiable for visual impairment.	Site Manager accountable to Head Teacher	Easter 2022	Head Teacher
b) Installation of handrails to front pathway entrance into school on both side.	Costs to be confirmed via Unity Partnership as part of ongoing improvements to school plans.	Assistant to ambulant disabled when approaching school and using stops.	Business Manager accountable to Head Teacher	Summer 2023	Head Teacher Governors
c) Installation of handrails on rear approach to school near tyre park	Costs to be confirmed via Unity Partnership as part of ongoing improvements to school plans.	Assistant to ambulant disabled when approaching school and using steps.	Business Manager	Summer 2023	Head Teacher

			accountable to Head Teacher		
d) Provide back rest to disabled WC/ First Aid room toilets	Costs gained and prevalence of installation explored.	As per DDA requirements.	Business Manager accountable to Head Teacher	2022-23	Head Teacher
e) Installation of hand rails on external steps by school hall and UKS2 playground door.	Costs to be confirmed via Unity Partnership as part of ongoing improvements to school plans.	Assistant to ambulant disabled when approaching school and using steps.	Business Manager accountable to Head Teacher	Summer 2023	Head Teacher
f) Explore the potential to move all weather pitch gate to car park end of the playground to counteract the slope.	Costs to be confirmed via Unity Partnership as part of ongoing improvements to school plans.	Create a more stable/level access to the all-weather pitch for all users and wheelchair users.	Business Manager accountable to Head Teacher	2024-25	Head Teacher
Increase access to written materials					
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats	To school will be able to provide written information in different formats when requested for individual purpose.	Business Manager and Senco.	Ongoing	SENCo/ Head