

Beehive Lane Community Primary School

Accessibility Plan 2017-20

‘Releasing the Potential Within All’

- Beehive Lane Community Primary School is fully committed to releasing the potential within ALL.
- We are committed to providing a fully 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 developing a culture of awareness, tolerance and inclusion.
- This Accessibility Plan has been drawn up in consultation with the School Community including pupils, parents, staff and governors of the school. It is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period

Purpose of Plan

Beehive Lane Community Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff, parent / carers and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as

participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Contextual Information

Beehive Lane Community Primary School is a single form entry school all on ground level that was built as an 'overflow' school in 1974. The very good achievement levels and reputation of the school now usually means it is over-subscribed. All main classrooms and entrances have level points of access through doors with no steps. Several classrooms are undersize as identified by the Survey commissioned by Essex County Council. There are no corridors in the pupil areas (apart from the Year 6 corridor) and access is directly from one teaching room to the next for EYFS to year 5 (including the Hall). Storage space is extremely limited and is mainly free standing units in classrooms with small class areas not large enough to construct built in storage. Consequently, movement from one room to another has to be done slowly and carefully.

A disabled toilet is available in the First Aid room off the Year 6 corridor.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities and physical disabilities, including autism, visual impairment and cerebral palsy.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for ALL children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Single Equality Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement Plan
- ECC produced Asset Management Plan
- Prospectus

Communication

Information about our plan is published on the school website and can be made available to any parent in their preferred format.

Monitoring

The plan will be monitored by the PCP and the Finance and Premises Committees that report to the Full Governing Body.

The Accessibility Plan 2017 – 20 PCP Governors Committee and FGB Governors (approved FGB 6th December 2017)

1) Improving Access to the Curriculum

Target	Strategy	Outcome	Timescale / responsible	Achievement
To develop the use of Computing equipment and support resources	Computer and tech equipment use in class – LSA supported; Enlargement screen, software, recording equipment; voice to type software; Listening books and web access for audio learning and books	Provision of technology and resources as appropriate to meet needs identified	Sep 2017 ongoing	Full access to learning and achieving potential for disabled esp dyslexic, visually impaired, autistic
Classrooms are optimally organised to promote the participation and independence of all pupils	Regular review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have	Ongoing	All pupils have full access to curriculum and learning with maximum time dedicated to learning in each session for all

		ready access to a range of resources to support their learning.		
Ensure appropriate training for staff who teach children with hearing impairment or visual impairment	Regular updates and training with specialist CPD and Specialist teacher advice / training on site for SENCo, LSAs and Trs	Liaison, needs analysis and training for staff with specialist sensory teacher(s); CPD for LSA and teacher directly supporting;	Annual training; Termly reviews and training	Full access to curriculum, inclusion and pupils reaching full potential in achievement
Ensure appropriate training for staff with children with other physical impairments	Specialist teacher input and training / delivery of physio monitoring of staff in physio; SENCo and LSAs running gym trail club	Improved fine and gross motor skills enable greater participation and achievement;	Ongoing sessions; gym trail twice weekly; Daily physio delivered by Tr / LSA	Improved gross and fine motor skills ensures full inclusion in all curriculum learning; improves emotional well-being and teamwork / cooperation and listening skills (esp for autistic)
Through CPD, ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Autistic and Aspergers training; Visual Impairment training; Ongoing SENCo training in staff meetings for teachers and LSAs	All staff and LSAs fully trained / updated with strategies re ASD; Specialist teacher reviews and support for individual plans	Termly reviews ongoing refresher sessions; individual education plan; Full training for attached LSAs 2017-8 booked	Full access to curriculum – differentiated / modified as appropriate and effective teaching / learning / behavioural strategies leads to ASD children achieving full potential
Highly effective provision mapping and deployment of	Half termly pupil progress meetings; IEP reviews; LSAs specially mapped with specific	Optimum support for individual learners and groups; Effective regular	LSA training: Weekly LSA meetings /	Outstanding progress for all pupils

LSAs	skills as appropriate; ongoing training INSET and outside training courses;	CPD and feedback to ensure high performance of LSAs	PDM/CPD. Training to support individual plans	
Increase confidence of all staff differentiating the curriculum	Staff PDMs – teachers and LSAs; IEP and One Meetings to develop and review strategies; specialist teacher input as appropriate eg Speech and Language; Visual impairment specialist	Curriculum and learning fully accessible to all children with highly effective use of resources, differentiation and modifications eg Computing resources, LSAs and teachers modifying approach / resources to suit individual need; Speech and Language programmes ongoing with regular progress reviews with spec teacher input	Ongoing teacher and named LSAs for support training and CPD courses; Ongoing	Outstanding progress for all pupils
Use of individual medical plans	Staff attend meetings and are named participants in medical plans; full protocol and procedures agreed with medical staff, parents and staff	Medical plans implemented and regularly reviewed; associated necessary staff training inc Type 1 diabetes, asthma, anaphylaxis	ONGOING School nurse; staff; parents; specialist nurses (eg diabetic nurse team) and specialist teachers as appropriate	Full access to curriculum and learning and all activities in school; High attendance and punctuality for all.
Specialist PE Inclusive PE	Specialist inclusion competitions eg Boccia,	Regular events and participation	Events planned - see PE events	Regular attendance eg Boccia; empathy /

competitions	curling, Inclusion Sports events ('All In' events) with other schools in partnership	opportunities for all	notes eg Boccia Aut term 2017	understanding for all of class
Full ongoing inclusion in PE	Staff training; differentiation – modifications and LSA support; Individual plan review and support by PE / Sports Leader and SENCo	Lessons differentiated to include all with support through differentiation - LSA, task, resources	INSET; IEP provisions; specialist teacher as appropriate; ONGOING	All pupils fully included in all PE activities
All out of school activities planned to include ALL children	LSA support; modification of tasks as appropriate; suitable Residential Yr 6 site chosen; all clubs available to all children	All activities, trip and events available to all children	Ongoing	Full inclusion and enrichment for all children
All extra-curricular activities are planned to ensure they are accessible to all children.	Adult support, differentiated tasks, resources	All extra-curricular activities accessible for all	Ongoing	Full inclusion and enrichment for all children
To ensure continued closing of gap between economically disadvantaged children and their peers	Pupil Premium strategies and measures: full plans and impact detailed in Pupil Premium information on school website	Continued closing of gap in attainment and outstanding progress of disadvantaged children	Annual plan; half term and termly	All children reaching their full potential

2) Improving the Delivery of Written Information

Target	Strategy	Outcome	Timescale / responsible	Achievement
Availability of written material in alternative formats when necessary or specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	Provision of written information in different formats when requested for individual purposes.	SLT; School Office; Ongoing	Delivery of information to disabled pupils improved.
Make available school newsletters and other information for parents, in alternative formats when necessary or specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested – hard and electronic copies	All school information available for all who request it.	SLT; School Office; Ongoing	Delivery of school information to parents and the local community.
Review documentation with a view of ensuring accessibility for pupils / carers with visual impairment when required	Get advice from specialist teacher alternative formats and use of IT software to produce customised materials; electronic communication email	All school information available for all	ongoing	Delivery of school information to pupils & parents with visual difficulties improved.
Survey parents/carers on	Part of annual parents' questionnaire and	School is more aware of the opinions of parents	Annually Ongoing	Parental opinion is surveyed and action

quality of communication.	included in Parent Focus Group.	and acts on this.		taken appropriately.
---------------------------	---------------------------------	-------------------	--	----------------------

3) Improving Physical Access

Location	Item	Activity	Timeframe	Cost £
Whole School	Outdoor tarmac surfaces	Ongoing maintenance of pathways to ensure smooth access	Termly premises Health and safety / condition walks – all works given a priority and schedule to ensure access for all	£1000 Ongoing costs as identified
Disabled parking Bay	Lining / marks / signage	Refresh markings; consider clearer signage	2018	Quotes during financial Yr 2018-19
Pupil Premium and intervention Teaching Areas	Access and suitability for all	Regular review of furniture and resources and organisation of rooms to ensure ongoing use by all individuals and groups	Ongoing improvements	PPG and SEN budgets