



Access Statement and Accessibility Plan

Beech Green Primary School

Date 2021 - 2024

INTRODUCTION

Our Access Statement and Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. With this in mind Beech Green Primary School puts accessibility for all at the heart of the planning and design process.

As a school we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Further, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

The school recognises that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high a standard of education and are supported in reaching their full potential. Good communication and co-operation between the school, home and other professionals are essential.

The key aims of this are to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase disabled pupil's physical access to education and extracurricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children and young people.
- Establish effective liaison.
- Ensure that prompt action takes place.

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life.

There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan. The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability. Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

Charging Arrangements for Making Reasonable Adjustments

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN: VISION AND VALUES

Beech Green Primary School is committed to ensuring equal opportunities for any pupil or employee with a disability, to removing barriers to progress and, to making reasonable adjustments to reduce disadvantage. Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement.

As a school we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The School's policies on Bullying and PHSE promote equality and respect for all regardless of gender, race, colour, creed or impairment.

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required under the

Equality Act 2010. The three key duties are to:

- Increase the extent to which disabled children and young people can engage in the school curriculum.
- Improve the physical environment of the school to increase disabled pupils' physical access to education and extra-curricular activities.
- Improve the delivery of information to disabled children and young people, using formats which give better access to information.

The responsibility for the Accessibility Plan lies with the Governing Body and Headteacher. It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Implications for School Admissions

The aim of Gloucestershire County Council is for children with disabilities who are starting school to have a place in a suitably accessible, nearby, primary school which feeds into an accessible secondary school. This will enable such pupils to have an agreed pathway for their education. To support this aim, it is the County Council's policy to prioritise disabled children in admissions. Our third over-subscription criterion is 'Disabled children who need to be admitted to a school on the grounds of physical accessibility'.

GCC identifies disabled children at the pre-school and transfer stages and uses this information to inform the allocation of their school places, in consultation with their parents. Since September 2002 it has been against the law to discriminate in school admissions, education and associated services and exclusions. Parents have means of redress through admissions and exclusions appeals and Special Educational Needs and Disability tribunals which now sit in the Health, Education and Social Care (HESC) Chamber of the First-Tier Tribunal.

Other considerations:-

Beech Green Primary School has had adaptations to improve access for those with physical disabilities. Staff work flexibly to organise classrooms to enable for all pupils.

When arranging trips out, special attention is given to meet the needs of a child with disabilities. These needs will be highlighted on the risk assessment for the trip.

If a pupil is absent from school for extended periods, then liaison with parents and relevant personnel from the health authority will take place in order to maintain access to the curriculum as near as possible to that being covered in school.

All staff receive appropriate guidance and support to meet the School's duties to disabled pupils.

The school will action any reasonable physical adjustments or provide auxiliary aids and services

Consideration is given to ensure that sufficient and appropriate support is available to enable equal opportunities for all.

MAIN PRIORITIES IN THE SCHOOL'S PLAN

INCREASING ACCESS TO THE CURRICULUM

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful
- Disability awareness is promoted in the curriculum, through assemblies and specific events, for example The Paralympics
- Staff working with pupils with disabilities receive specialist training
- Our School Development Plan focuses on improving outcomes for every child, underlining our commitment to equal access and opportunities for all children.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children, for example a named adult will provide 1:1 support if appropriate.
- Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits.

Future Developments

- On-going provision of specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.
- Wider use of prepared visual aids and prompts including visual timetables.
- Consider OT assessment of classrooms and optimal seating positions when appropriate.

IMPROVING THE PHYSICAL ENVIRONMENT

The school is fully accessible for wheelchairs and frames. Corridors and routes are kept clear of obstacles.

The school meets legislation in respect of physical access for disabled learners and others

A Therapeutic Room (Treehouse) provides a place where children can take time out; The Garden of Hope provides a place for quiet, reflection and prayer.

Lunchtime seating and play arrangements are considered for pupils with a disability.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Ensure ICT appropriate for pupils with disabilities.	Review accessibility of ICT (including notepads & whiteboards) using specialist expertise Involve pupils in review of hard & software. Prioritise new software to purchase based on need	Ongoing	£non-contact time	ICT lead SENCo Office – annually September	Leadership Team
Create effective learning environments for all utilising feedback from pupil groups.	Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. Staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties as needed. Accessibility audit – governor	Ongoing	£Training as needed	All staff SLT/SENco	SENCO, SLT Governors PE Co-ordinator/class teachers
Effective and Timely Support Clear, consistent and positive relationships between home and school	SEN and one-to-one TAs supported by SENCo Identify staff for children with disabilities, to take responsibility for attending conferences; liaising with family; liaising with outside agencies; communicating key information to staff	Ongoing	Space at school to meet	SENCO	SLT

<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<p>Audit participation in extra-curricular activities and identify any barriers. Ensure school activities are accessible to all students. Investigate TA flexibility to cover extra-curricular activities if needed. Annual PE Report to include equity and equality report in published document</p>	<p>Annual audit and PE report</p>	<p>£non-contact time £budget for additional resources</p>	<p>PE lead Governors</p>	<p>Leadership Team</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<p>Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Consult pupils and staff on any proposed changes. Policy updates standing item of staff meeting minutes</p>	<p>Ongoing as timetable for review of policies)</p>	<p>SLT and SENCo £non-contact time review policies.</p>	<p>SLT and SENCo</p>	<p>Governors</p>
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<p>Review personal evacuation plans for SEN children. Improved ramp access to back playground. Disabled parking bay in car park</p>	<p>Ongoing</p>	<p>£budget – replace ramps and refresh paint</p>	<p>SENCo and classroom teachers Site Manager</p>	<p>SLT</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<p>Review PSHE Curriculum Review Assembly Programme: widen focus and representation Involve local groups in assemblies and visits to school Regular items for newsletter highlighting achievements of all pupils Raise awareness of needs of individual pupils</p>	<p>Ongoing As opportunities arise</p>	<p>£non-contact time for PSHE lead</p>	<p>PSHE lead</p>	<p>SLT and Governors</p>
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<p>Review accessibility of newsletter and letters for parents. Homework information available as information sheets in alternative formats as appropriate.</p>	<p>Ongoing</p>	<p>£printed copies, £translation if needed</p>	<p>Office</p>	<p>SLT</p>

<p>Access for parents and families</p> <p>Access to and availability of additional support for families with additional needs</p>	<p>Provide interpreters e.g. for sign language</p> <p>Review accessibility of site during whole school events e.g. sports day, leavers service – adjust for individual needs</p> <p>Adjust expectations and site ruled (including in response to exceptional circumstances)</p> <p>Maintain access for disabled drivers in parking bays outside school – allow access to staff carpark where appropriate – car registration to be submitted to school office</p>	<p>Ongoing</p>	<p>£budget for private interpreters</p>	<p>Teachers to request support</p> <p>Event leader to consider needs</p>	<p>SLT</p>
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