

Beeston Primary School

Disability Access Plan

Introduction

At Beeston Primary School we are committed to meeting the needs of all pupils and aim to minimise barriers for learning so that all pupils feel valued and achieve their potential.

We adopt a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils and uphold the school motto “Be all you can be”. We also work in partnership with other agencies to ensure that all of our pupils' needs are met.

The Accessibility Plan

This Accessibility Plan is drawn up in compliance 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 of progress of the Disability Access Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information.

What has been done so far?

- Beeston Primary School is accessible to wheelchair users and has slopes leading to all areas from the outside. Wheelchair users will have a personal emergency evacuation plan (PEEP) to facilitate safe exit in the event of a fire.
- The school has a disabled toilet in the main building and the Reception cloakroom.
- There are dropped kerbs on two sides of the school to allow for wheelchair access to the entrance of the school.
- As far as possible, all areas of the curriculum are available to pupils regardless of their disability. We plan staff training depending on the additional needs of our pupils, to improve access to the curriculum.
- School visits are planned with all children in mind and full risk assessments are carried out beforehand to ensure safety and participation of all pupils. Where an activity is not accessible, an alternative will be provided.
- Equipment in classrooms is available to meet pupil needs. For example, pupils have access to laptops to support writing. Other specialist equipment is available to support individual needs, such as writing slopes, pencil grips, wedge cushions, overlays etc. We use systems such as visual timetables and now and next to prepare children for the day.
- Outcomes for children with disabilities are monitored through the school tracking system.

- Staff awareness of disabilities and Equalities legislation is maintained through training, staff meetings and CPD. Where further adaptations need to be made to support specific and individual needs, relevant staff will attend training.

Disability Access Action Plan

Action	Success Criteria	Lead	Timescale	Review
To improve curriculum access for pupils with disabilities.	<ul style="list-style-type: none"> • Monitoring and observations show that pupils are accessing a differentiated curriculum. • Data shows that pupils with disabilities make good progress. • Pupils with disabilities are positive about the provision made for them. 	VN/LR/SP	Sept 2017 – July 2018	July 2018
To improve access to the physical environment.	<ul style="list-style-type: none"> • Children with specific needs can access the environment. • Hearing loops and Soundfield Systems are fitted in classrooms as required. • Accessibility is reviewed at building inspections and discussed at Governors meetings. • Accessibility issues are taken into account if new building works are planned. 	VN/LR/SP Governors	Sept 2017 – July 2018	July 2018
To increase access to written material.	<ul style="list-style-type: none"> • Visual timetables are used in classrooms. • Pupils have access to overlays, larger fonts etc. if appropriate. • Signs around the school are visible. • Children/Parents have enlarged copies of text on paper other than white where necessary. 	VN/LR/SP	Sept 2017 – July 2018	July 2018