

BEAUMONT PRIMARY SCHOOL

Accessibility Plan



STATUS: DRAFT AGREED

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Agreed by Governing Body FGB

Signed Name Date

Beaumont Primary School

School Accessibility Plan January 2025-January 2028

This Plan is drawn up as a facet of the EQUALITY ACT 2010. The Equality Act 2010 (Specific Duties) Regulations came into force on 1st October 2010. The act replaces previous anti-discrimination laws with a single act to make the law simpler and remove inconsistencies. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the characteristics, so the act protects everyone against unfair treatment.

This plan relates to **accessibility for disabled persons** at Beaumont Primary School. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DFES in July 2002.

Definition of Disability

The Equalities Act 2010 defines disability as follows:

'A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to perform normal day-to-day activities'

Principles

The single storey, cedar clad building has accommodation for 140 pupils. The building includes six classrooms, activity areas, a library, ICT room, a sports hall and a Nursery.

All of the building has rooms that are accessible for those who have impaired mobility.

1. This Accessibility Policy and Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from January 2025 to January 2028
2. 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 to developing a culture of awareness, tolerance and inclusion.
3. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school. 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.
 - 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;

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4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every year.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination. Inset training has been completed, and this is an ongoing matter.
6. The Accessibility Policy and Plan should be read in conjunction with the following school policies, strategies and documents:
 - Teaching and Learning Policy
 - The Schools Single Equality Scheme
 - Health & Safety Policy (including off-site safety)
 - SEND Policy
 - SEND Policy Information Report (which includes the Local Offer by Suffolk)
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management and Disposable list
 - Staff & Learning Handbook
7. The Action Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each year which will inform the development of next year's plan.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
9. Section 69 of Children and Families Act 2014 places a duty on schools to publish info about - The accessibility plan prepared by the Governing Body
10. The School's website will have a copy of the Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan
12. The Accessibility Plan will be monitored through the Governor Finance and Facilities Committee.
13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan, and will adopt in principle the 'Suffolk Accessibility Strategy, Access to Learning'.
14. The Accessibility Plan may be monitored by Ofsted as part of their inspection cycle.

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OBJECTIVES	WHAT HAS BEEN DONE		WHAT REMAINS TO BE DONE AND TIME FRAME	
To review with nursery providers and in school nursery potential reception intake and establish close liaison with parents	Collaboration and sharing between school and families Identify pupils who may need support Better together groups - early access - pre nursery	Annual	Head Teacher SENCo EYFS Leader F&F Governor	<ul style="list-style-type: none"> ○ Pupils in need of additional support identifies ○ Early support team ○ Collaborative working approach with better together to support getting ready for school
To Establish close liaison with outside agencies for pupils with ongoing health issues	To ensure collaboration between all key personnel	Ongoing	SENCo Office Manager	<ul style="list-style-type: none"> ○ review asthma children and added information
To ensure full access to the curriculum for all children	CPD for staff and a differentiated curriculum/planning/resources Pre key stage materials to develop learning opportunities for children and also in assessing progress in different subjects Multimedia activities to support curriculum areas - interactive ICT, I pads,	Ongoing	Teachers SENCo	Advise taken and strategies evident in class room practice ASD children supported and accessing the curriculum Learning walls/environment accessible to all.
To Closely review and track attainment and progress of all SEN Pupils	SENCO/class teacher meetings Pupil progress meetings Subject leader support Regular liaison with parents Book monitoring	Termly	Head Teacher SENCo Teachers Governors	Subject leaders CPD on new curriculum/SEND Progress made towards EHC targets Progress made towards pupil passport
Continued training for teachers on differentiating the curriculum. Increased access to curriculum for all SEND needs	CPD Teacher training on ASD Review Wave 1/2/3 Meeting with parents TA meetings		SENCo	Increased access to curriculum Needs of all learners met Parents fully informed about their child's progress

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	CISS reviews of SLCN			
To promote the involvement of all SEND in classroom discussions/activities To take account of variety of learning styles when teaching	Within the curriculum the school aims to provide full access to meet all needs. Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.	Ongoing	Whole school approach	Ensure that needs of all SEND pupils parents and staff are represented within the school
Improve physical environment of school	The school will take account the needs of the pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	HT Office Manager	IWB boards being moved to centre of class. Visuals and word signs Review need for ear defenders as resource
Ensuring all with a SEND are able to be involved	Create individual access plans where applicable. Discuss parents/carers access needs at home where needed - visits led by HT/SENco	ongoing	SENco Teachers TA Non teaching staff	News met where possible
TO ensure that the medical needs of all pupils are met fully within the school	Meet with parents. Liaise with external agencies, identify training needs and health/care plans where needed	Ongoing	Lead medical Occupational Health	Plans up to date and known by staff
Ensuring disabled parents have every opportunity to be involved	Allocate parking spaces in car park to drop off and collect children if parent has disability Arrange interpreters Offer phone call home to explain letters for some parents who need this	Ongoing	Senco Teachers TA	Make sure parents access this information Teachers - monitoring of parental engagement EAL
To enable improved access to written information for pupils	Raising awareness of font size Class labels	Ongoing	All staff	Parents and stakeholders can access all school information regardless of

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parents visitors	Visual timetables			disability or need.
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children	Ongoing	Senco CISS Class teachers	Sensory assessments/review
To reviews children records ensuring schools awareness of any disabilities In school record system to be reviewed and improved where necessary Records on Arbor/network/protected	Information collected about new children Records passed to each teacher End of year class teacher meetings Annual reviews EHC meetings Medical forms updated annually for all children Personal Health plans Significant health problems - children's shots displayed on staffroom notice board and kin key in separate file Record system to be reviewed	Ongoing	SENCo HT Office manager	Review class teacher records Each teacher staff member aware of children in their classes/whole school. Effective communication about disabilities throughout the whole school