

Beech Hill Primary School

Accessibility Plan

2021-2024



To be read in conjunction with the SEN Information Report

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

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

At Beech Hill Primary School we believe that all children are entitled to a broad balanced and relevant curriculum. All children are encouraged to achieve their full potential and participate in the social and academic life of the school. We aim to provide educational experiences that take into account the individual needs of all children and are appropriate to their level of ability. We believe education is the key to a better future for all our children and we are committed to ensuring that every child has the opportunity to achieve their full potential.

The school is aiming to personalise learning for all children, making education more innovative and responsive to the diverse needs of individual children and raising the achievement of the many children who are considered to have disabilities. We strongly believe that a focus on early intervention, removing barriers to learning, raising expectations, preventative work and integrated services for children, will deliver real and lasting benefits to children with disabilities and their families.

All our disabled children have full access to the curriculum and wider areas of school life such as school clubs, cultural activities and school visits.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'

Information about the school's disabled population

The school's population often has children who have some kind of impairment, be it physical or mental. Some children have moderate and specific learning difficulties.

Many children in our school who have SEN could also be defined as having a disability under the DDA. For planning purposes and for the avoidance of discrimination, it is helpful to think of more pupils with SEN being included in the definition of disability rather than fewer: it is likely that many of the pupils who have SEN and an Education Health Care Plan, will count as disabled.

However, we have found that not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have needs under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act.

In Beech Hill Primary School we aim to meet the educational and social needs of all our children.

Many staff hold current first aid qualifications, with designated first aiders made aware to all staff.

When children begin school in Nursery, home visits are undertaken, if any child has additional needs the LA and health advisers are contacted for support and guidance. Transition meetings are held between class teachers each year and frequent reviews take place in order to thoroughly discuss children on the SEN register and those who have disabilities.

Medical forms are completed by parents and discussed with the SENCO. Where children have significant health problems, all appropriate adults are informed and photos are displayed in the staff room and the kitchen.

Current Provision

Staff are highly aware by effective communication of the issues faced by our SEN pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive.

Provision in an Emergency

Children with specific physical needs have their own personal evacuation plans. Named adults are responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

Beech Hill Primary School Accessibility Plan 2021-2024	Inclusion	Aim to provide equal opportunities and improve access to education for all children with Special Needs throughout the school
Priorities for development	SEND School Priorities: • Recording Interventions • Assessing effectiveness of interventions • Collating/organising/centralising/sharing resources • Continued assessment of physical accessibility to school.	
Success criteria	Securing all staff's knowledge of effective interventions that will improve attainment, access to the curriculum and school life for all children.	

Targets	Strategies	Outcome	Timescale
Make SEN information more accessible for families.	Make all materials accessible on the school website, Class Dojo and Facebook page including access to support agencies.	Delivery of information to pupils and parents improved.	Ongoing
Continuing Professional Development plan	As each teacher sets their own goals for professional development they are encouraged and supported to include SEN.	Increased knowledge of SEN resulting in increased support for SEN children.	Ongoing
Further staff training and staff CPD.	The school will decide which members of staff would benefit from specific SEN training based on the needs of our SEN pupils. e.g. safer handling training, ASD training,	Staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing

Further curriculum development work around disability.	A dedicated day in the year covering disability issues as part of PSHE education.	Increase in disability awareness throughout the school.	Spring 2022 and yearly thereafter.
Check on new pupils and their needs.	Home visits for FS children, liaise with previous setting, put targets into place if required. Sharron Macdonald to contact new families to arrange any support if required.	To ensure inclusion for all pupils.	Ongoing
Resources are appropriate to pupils needs	Before ordering all staff reminded of the need to resource for potential pupils who have special needs. This will range from buying left handed scissors to contacting support agencies.	Better range of equipment and resources to support children.	Ongoing
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	All pupils are able to access all school trips and take part in a range of activities	Ongoing

Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	Disabled children feel able to participate equally in out of school activities.	As required
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