

BEACON RISE PRIMARY SCHOOL

Accessibility Plan 2024-28



Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards children with disabilities, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

Our Aims

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the People and Premises.

The plan will be made available on request.

BEACON RISE PRIMARY SCHOOL ACCESSIBILITY PLAN 2024-28
Improving Curriculum Access



Target	Action	Timescale
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Flexibility in approaches to ensure inclusive practices. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. Adapt curriculum and learning activities to suit individual needs and learning preferences. Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams. Students with dyslexia and dyslexic tendencies have access to the curriculum.	Ongoing and review annually
To raise awareness and understanding about supporting students with a physical disability.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. SEND CPD for staff on disabilities and how to adapt learning and school life appropriately for these pupils. Inclusive practice to ensure that students with a physical disability have access to the full curriculum.	Ongoing and review annually
Classrooms are optimally organised for disabled pupils	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment.	Ongoing and review annually
Purchase specific resources to support pupils.	Audit the needs of the pupils. Purchase resources, including coloured overlays, reading rulers, larger pencils, slopping desks.	Ongoing and review annually
IT equipment is provided for and has been fitted with additional software/hardware to allow access for disabled pupils.	Ipads, enlarged font, enlarged keyboard, joystick and switches.	Ongoing and review annually
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs and detailed in planning/intervention plans Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	Ongoing and review annually



Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	Ongoing and review annually
Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Ongoing and review annually
Classrooms adapted to the needs of pupils.	Soundclouds, radio and speakers included in classroom for children with bilateral hearing impairment and cochlear implants. Specialist equipment is located where necessary.	Ongoing and review annually
Lessons are responsive to diversity.	Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability. When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that the support ensures their inclusion and raises attainment. This will happen by Tas being aware when there is risk of exclusion from activities due to not being able to physically access them, and by not becoming a barrier between the student and teacher / student and peers.	Ongoing and review annually`

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Improving Physical Access



Target	Outcome	Timescale
The layout of areas such as classrooms, hall, library, dining hall, reception, playground and field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.	There are double doors or doors wide enough to accommodate a wheelchair. All classrooms are on one level. There are ramps leading into all the school buildings. There are white lines painted on all the steps for clear visibility. The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	Ongoing and review annually
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	School décor is appropriate for the needs of all pupils.	Ongoing and review annually
All areas are well lit.	Audited by H&S	Ongoing and review annually
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area. Soundclouds, radio and speakers included in classroom for children with bilateral hearing impairment and cochlear implants.	Ongoing and review annually
Parking arrangements for all are logical and safe.	Clearly marked disabled parking bay.	Ongoing and review annually
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult. Diabetic pupils are escorted off premises by a designated adult and their emergency packs are collected by the adult.	Ongoing and review annually
All pupils are able to move around school and access the buildings safely.	Lines to be painted on all steps. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.	Ongoing and review annually

With regards to 'Supporting pupils at school with medical conditions (2014)', there is a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.	Individual Health Care Plans are produced for students with health needs. Intimate Care Plans produced for students with intimate health care needs. v All staff members are first aid trained. TA contracts all include personal hygiene responsibilities.	Ongoing and review annually
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Improving Delivery of Information Access

Target	Outcome	Timescale
Make available school brochures, school newsletters and other information for parents in alternative formats	All written information is accessible to all.	Ongoing and review annually
Sensory Room The Equality Act 2010 states schools must not discriminate against a pupil because of their disability. Schools must therefore take positive steps so that disabled pupils can access and participate in all areas of education and other activities they provide	A DDA Ramp has therefore been provided for wheelchair access only to the sensory room and should not be used by any other person due to the restricted head room. The access chain at the entrance to the ramp should be in place at all other times as the ramp is not provided for use as the main access. The restricted head room will be clearly demarked when entering and leaving.	This should be kept under annual review.

The Sensory Room element has been added between reviews due to the need for a specific accessibility plan for the new facility.

Updated	Term 1 2024
Full Governing Body Ratification	
Review Date	Term 1 2028