

# **Beaminster School**



## **Accessibility Plan**

**September 2019 to  
September 2022**

## 1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010). Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

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 carry out **normal day-to-day activities**.

This is the Accessibility Plan for Beaminster School.

## 2. Other Policies

Our Accessibility Plan complements and supports our:

- SEND policy and related SEN information report;
- Supporting pupils at school with medical conditions; and our
- Equality Policy and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Improvement Plan.

## 3. Our Vision and Aims

Beaminster School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

## **4. Current Good Practice**

### **Identification**

Beamminster School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

### **Curriculum**

Beamminster School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (interactive whiteboards) to support specific curriculum areas;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of Special Educational Needs on learning including ASD and Attachment Disorder;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).

### **Physical Environment**

Beamminster School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- dedicating 3 parking bays outside the main school entrance for pupils, families and visitors with a disability;
- providing 4 accessible toilets 2 with shower and changing facilities;
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

## Information

Beaminster School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

## 5. Implementation

Our Accessibility Plan shows how access to Beaminster School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life. In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It will inform other school planning documents.

Beaminster School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor. We will consult with experts when new situations regarding pupils with disabilities are experienced.

Beaminster School's Accessibility Plan will be implemented by those identified under 'Who is responsible?' column of the tables at the end of this document. Sufficient resources will be allocated by Beaminster School to implement this Accessibility Plan.

## 6. Monitoring

The Beaminster School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor Resources Committee.

The Governing Body will monitor Beaminster School's activity under the Equality Act 2010, in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments, and will advise upon the compliance with that duty.

The Beaminster School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Beaminster School complaints procedure covers the Accessibility Plan.

Policy Approved by: Governors' Resources Committee

Date 14<sup>th</sup> October 2019

Review date October 2020

## BEAMINSTER SCHOOL ACCESSIBILITY PLAN September 2019 – September 2022

### Improving Access to the Curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>Ensure continued compliance with Equality Act 2010</p> <p>Raise awareness of Disability issues</p>	<p>Review need for Staff and Governor training</p> <p>Staff and Governors informed of requirements and obligations of Equality Act 2010</p>	<p>KAH / SENCo / Chair of Govs.</p>	<p>September 2019 and ongoing</p>	<p>School complies with Equality Act 2010</p> <p>Annual staff review, update and awareness</p> <p>Annual report to Governors by the SENCo</p>
<p>Training for teachers on differentiating the curriculum and best use of Teaching Assistants</p> <p>Staff have an awareness of the range of conditions that impact upon learning (e.g. epilepsy, diabetes, emotional etc) and are provided with training and strategies to help support pupils in overcoming these</p>	<p>Ongoing CPD (as identified in the SIP) linked to our new KS3 curriculum and Formative Assessment</p> <p>Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals</p> <p>Pupils will be provided with an Individual Healthcare Plan in line with “Supporting pupils at school with medical conditions”</p>	<p>KAH / RB / SENCo</p> <p>SENCo</p> <p>SENCo / Deputy Headteacher and responsible Governor</p>	<p>Ongoing</p> <p>Ongoing</p> <p>On identification</p>	<p>All staff are providing quality first teaching and are targeting a range of specific needs (as seen from Learning Walks and Reviews)</p> <p>Students are supported to achieve their full potential in the classroom, whilst early responsive intervention increased by TAs outside the classroom</p> <p>Pupils and their families feel supported and their needs understood;</p> <p>Pupils have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs, and continue to achieve in line with their ability</p> <p>Teachers and support staff are confident in meeting the needs of pupils and know how to support them (<i>Class Charts includes medical plans</i>)</p>

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**Improving Access to the Curriculum Cont.**

<p>Out of school activities are planned in advance so that, wherever possible, all pupils with a disability are able to take part</p>	<p>Review upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</p> <p>Consider any <u>reasonable</u> adjustments required to enable pupils with a disability to take part in out of school activities, including travel requirements</p>	<p>Educational Visits Co-ordinator (EVC)</p> <p>Individual class teachers and SENCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Out of school activities are planned, and conducted, with consideration of how pupils with a disability will be included; an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events</p> <p>Pupils and their families feel included in out of school activities</p>
<p>Improve provision for students with specific disorders</p>	<p>Develop staff knowledge and skills in managing students with a range of needs</p> <p>Ongoing Attachment training and support through EP and LA project</p> <p>Ongoing contract with BSS Support</p>	<p>SENCo / SSGC</p>	<p>September 2019</p> <p>Ongoing CPD</p>	<p>Staff training on additional SEND and ASD support for Year 7 (and other) new pupils</p> <p>Attachment project feedback</p>

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### Improving the Physical Environment

This plan is structured in conjunction with the school's Asset Management Plan, School Travel Plan, Health & Safety Audits, the Capital Build Programme and the suitability survey. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
<p>Some outside areas of the school require improvement, specifically:</p> <ul style="list-style-type: none"> <li>• pedestrian access;</li> <li>• car parking;</li> <li>• paving;</li> </ul> <ul style="list-style-type: none"> <li>• external lighting / car parking</li> </ul> <ul style="list-style-type: none"> <li>• delivery vehicles / kitchen area</li> </ul>	<p>Review pedestrian access and provide railings to separate traffic from pedestrians e.g. car park</p> <p>Review levels, gradients, cambers and gullies in proximity to all pathways, footpath edges defined and use of tactile paving</p> <p>Lighting around the whole site is operational, adequate, and considers pollution and local issues</p> <p>Link with H&amp;S work to ensure safe and appropriate pedestrian access to delivery area</p>	<p>Deputy Headteacher</p> <p>Deputy Headteacher</p> <p>Site Manager</p> <p>Site Manager</p>	<p>Ongoing</p> <p>Improvements summer 2019 and ongoing</p>		<p>The areas outside of the school buildings are safe and welcoming and the physical environment is improved by removing any hazards</p> <p>Pupils with disabilities and their families are easily and quickly able to access the school buildings</p>
<p>Some internal areas of the school require improvement to ensure that pupils with physical difficulties can access the school environment. Specifically:</p> <ul style="list-style-type: none"> <li>• Entrance area</li> <li>• Stairs</li> <li>• Corridors</li> <li>• Classrooms</li> </ul>	<p>Reconfigure main entrance; canopy, improved access and low level counter</p> <p>Remove all trip hazards, fire exit routes kept clear, improve signage and upgrade stair runners</p> <p>Introduce visibility panels to doors (where required) and improve classroom furniture layouts to increase access</p>	<p>Deputy Headteacher</p> <p>Deputy Headteacher</p> <p>Deputy Headteacher</p>	<p>Asset Management Plan (AMP) 2022</p> <p>October 2019 and rolling plan</p> <p>Doors complete by Jan 2020</p>		<p>The entrance to the school is welcoming and safe to all, corridors are clear and emergency routes robust</p> <p>Pupils and their families feel needs are met</p> <p>Staff aware of mobility and H&amp;S issues</p>



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**Making Written Information more Accessible**

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
<p>The availability of written information in accessible formats is reviewed regularly and feedback used to improve practice</p>	<p>All written information available to pupils and their parents will be considered in detail by the SLT, parent links and the school council. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise</p> <p>The school will make itself aware of the services available through local charities, and other providers for converting written information into alternative formats (e.g. the use of symbols, large fonts, listening aids etc.) and will research good practice in other schools</p>	<p>SENCO, parents, pupils and other staff where appropriate</p> <p>Headteacher and SENCO</p>	<p>Annually and ongoing through feedback</p>	<p>All written information is designed with the specific needs of disabled pupils in mind</p> <p>Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means</p> <p>Delivery of said information to disabled pupils and their parents is improved and meeting their requirements</p>
<p>Where necessary, increase information accessibility for those who have English as an additional language (EAL) or other communication impairments at school meetings etc.</p>	<p>Liaise with local translators, SALT and other specialist services as appropriate and where financially able.</p> <p>A range of options to ensure accessibility at meetings, Parents' Evening etc.</p>	<p>SENCo</p>	<p>Ongoing through feedback</p>	<p>Thought is given to all future communication with EAL in mind</p> <p>Pupils and parents with EAL feel welcome and confident that their needs are being met</p>