



ACCESSIBILITY PLAN

November 2023 - 2026

Beech Hill Primary School Accessibility Plan

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1. Our Vision & Values

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Valuing diversity is central to achieving the overall aim of Beech Hill Primary School. The School has high aspirations for its disabled pupils and expects them to participate and achieve in every aspect of school life. Each child that joins our school will be welcomed and valued regardless of race, belief, sex, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disabilities associated with pupils with severe learning difficulties, medical conditions, mental health and their varying SEND.

Our Mission Statement and ethos drive the school's commitment to equal opportunities. The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the development of the curriculum and how it is bespoke for our school, for all pupils including pupils with disabilities and SEN.
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. Improving information delivery to pupils with disabilities.

The Governing Body is committed to the implementation of a policy to achieve equality of opportunity for all staff, pupils and visitors, and to meeting the requirements of the Disability Equality Duty of the Disability Discrimination Act (DDA) 2005, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.

Undertake reasonable adjustments to enable staff to access the workplace.

2. Aims

Our aims are to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
 - Improve the delivery of communication to pupils and Parents/Carers.
 - Ensure staff are trained to meet the full range of pupils' needs under the four areas of SEND (see SEN & Inclusion Policy)

The table below sets out how the school will achieve these aims.

Definition of Disability under the Equality Act 2010

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities

3. Development & Review

The accessibility plan is guided by the principles and procedures in the school's Equality & Diversity Policy and will be published on the school website and reviewed 3-yearly by the Governing Body to ensure it is effective.

4. Key Recommendations Accessibility Plan

Aim	Current Good Practice <i>Include established practice & practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be Taken	Person Responsible	Date to Complete Actions By
To increase access to the curriculum for pupils with a disability	All staff training in the development of Bespoke Curriculum is subject to ongoing review to ensure it meets the needs of all pupils at Beech Hill. We continue to follow the Graduated Approach of assess, plan, do, review process to monitor pupils with SEN and disability.	A bespoke curriculum of intent and implementation model is being implemented to ensure pupils continue to make excellent progress towards challenging objectives	Ensure the effectiveness of the curriculum intent. Update the curriculum Provision Statement, policies and procedures to ensure curriculum is accessible to all learners	Headteacher/ SENCO /SLT/ Staff	Reviewed annually
Improve and maintain access to the physical environment	New outdoor physical access for PE and exercise machines built in 2019 and	There is no access for wheel chairs upstairs although there are	Complete the planned improvements, review pupil access to ensure a	Site Managers	Ongoing

	new classrooms added in 2016 specifically designed to meet the needs of all learners	Reasonable adjustments to move classes down stairs for pupils with wheelchair and medical conditions.	positive impact on learning.		
Improve the delivery of communication to pupils	The school employs Speech Therapist 2 days a week to support pupils with communication difficulty. Some staff and pupils communicate using augmentative systems such as Makaton and PECS. Speech and Language Coffee Mornings for Parents and carers.	Review the effectiveness of communication strategies across the school.	Continue to update Teaching & Learning Policy so that all pupils improve their communication skills	Headteacher/ SENCO /SLT/ YTAM	Reviewed annually
Provide Parents/Carers with disabilities with aids to access services to enable full involvement in their child's education	Welcoming Reception Area with wheel chair access. Ramp and disable toilets at the back and front of the building.	The school will make 'reasonable adjustments' to procedures and policies and provide Parents with aids to access school services.	Disability awareness training for staff. Establish aids to support parents with disabilities as required.	Headteacher/ SENCO	Ongoing

Improve the delivery of communication to Parents/Carers	Information has been rolled-out to Parents via the website and Newsletter, parent mail (texting). Parent Consultation meetings.	The school will review how information on accessibility adjustments is communicated to Parents.	Approve and publish Accessibility Plan.	AO/ SENCO Headteacher / Admin Team	In place/ Ongoing
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Ensure that staff are trained to meet the full range of pupils' needs	<p>Regular staff meetings, Insets/ Eternal agencies training around Autism, Bucket and Shoe Box activity, Lego Therapy, Communication In Print to support visual Learners.</p> <p>School nurse on site and training for staff around administering Gastronomy tube for pupils with medical conditions.</p>	<p>To continue to support children with medical conditions.</p> <p>Support with social, emotional and mental health.</p> <p>Working closely with parents, pupils, and external medical team to develop wellbeing and maintain good health.</p> <p>To adhere to pupils' Care Plan so that it impact on</p>	<p>Full training for new staff. Annual/bi-annual up-date training for existing staff:</p> <ul style="list-style-type: none"> • Medical conditions • Team Teach • Manual Handling • Administering medication <p>Plus specialist training linked to individual need. Comprehensive INSET</p> <p>Programme for all staff linked to SIP and appraisal targets.</p>	SENCO/ Nurse	Reviewed at Where and when needed.
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	<p>Support with self- help needs.</p> <p>Clean Room in place for medical condition. Link to Great Ormond Street Hospital nurses who made visits once fortnightly to administer medication.</p>	<p>medical needs and wellbeing.</p>			
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5. Access Audit

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of Floors	Stairs are kept clean, tidy and free from obstruction at all times.	Continue to maintain and ensure access. Continue to make adjustments for wheelchair users by moving key year groups to ground floor.	Premises Team and Cleaners / general staff	Ongoing
Corridor Access	Corridors are wide with storage space for parking wheelchairs/ pupil's belonging	Ensure pupil equipment does not block corridor	Class Teachers / all staff	Ongoing
Lifts	Service level agreement in place for maintenance ground floor lift.	Review service annually	School Business Manager - Operations	Ongoing
Parking Bays	Disabled parking bays marked	Site manager continue to monitor in the event of accident – ambulance.		Ongoing
Entrances	Automatic front doors, enclosed lobby	None required		Ongoing
Hoists	Disabled toilet have hoists.	Ensure service every 6 months		Ongoing

Toilets	Toilets have disabled access and alarms.	Ensure service every 6 months	School Business Manager - Operations	
Reception Area	Accessible to wheelchair users	Ensure service every 6 months		Ongoing
Internal Signage	Large signs in place with braille on door signs	In place monitor and update		Ongoing
Emergency Escape Routes	Fire evacuation plan in place. Two refuge points available on 1 st Floor. Lock down alarm in place	Ensure weekly testing of system and maintenance		Ongoing

Schools coronavirus (COVID-19) & Accessibility Plan 2020 - 2021

The school's Accessibility Plan contains the adjustments the school is making to operational practice during the COVID-19 emergency measures based on the recent period of closure. It is updated to take account of the government guidance Actions for Schools during the Coronavirus Outbreak 7th January 2021 and The Contingency Framework: Education and Child Care Setting 7th Jan 2021 and School Coronavirus (**Covid-19**) operational guidance February 2021.

This policy will be kept under reviewed and amended where necessary to take into account further guidance issued by the government.

The school will make reasonable adjustment to include:

1. The DfE [expects](#) the school to work with families and put reasonable adjustments in place "so that pupils with SEND can successfully access remote education alongside their peers.
2. Vulnerable Children: Those with an EHCP plan will be individually risked-assessed in order for the school and parents to decide whether they need to continue to be offered a place in order to meet their needs, or whether they can safely have their needs met at home.
3. Staff who are clinically extremely vulnerable, Staff who may otherwise be at increased risk from coronavirus(**COVID-19**)
4. Design resources for accessibility - If you're producing online instructions, worksheets, PowerPoints or paper-based resources: Apply the government's [dos and don'ts on designing for accessibility](#) when designing resources (these aren't education-specific, but they're good accessibility rules for all contexts)
5. **Support parents of pupils with SEND even more than your other parents:-** When pupils are learning remotely, maintain contact with families at least once a week.
6. **Adhere to the health and safety and equalities duties:** Following the steps in this guidance will mitigate the risks of coronavirus (**COVID-19**) to children and staff and help schools to meet their legal duties to protect employees and others from harm.

The School Coronavirus (**Covid-19**) operational guidance February 2021 From 8

March the school will ensure to:

- review and where necessary, update your risk assessment
- make sure you are following the system of controls to minimise the risk of infection, including plan for asymptomatic testing.
- have a contingency plan in place for outbreaks in your school or changes in restrictions.

The school will continue to respond to infections the school must always:

- promote and engage with the NHS Test and
- Trace process, Manage and report confirmed cases of coronavirus (**COVID-19**) amongst the school community

- Contain any outbreak by following local health protection team advice.

System of controls & system of control preventions by:

- Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school
- Ensure everyone is advised to clean their hands thoroughly and more often than usual
- Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach
- Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule
- Consider how to minimise contact across the site and maintain social distancing wherever possible
- Keep occupied spaces well ventilated
- Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary
- Promote and engage in asymptomatic testing, where available
- Promote and engage with the NHS Test and Trace process Staff members, parents and carers will need to book testing

General: The Department for Education COVID-19 helpline: email:
DfE.coronavirushelpline@education.gov.uk Telephone: 0800 046868

Government guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingencyframework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities#safeguarding-and-designated-safeguarding-leads>

NHS guidance: <https://www.nhs.uk/conditions/coronavirus-covid-19/>

SCHOOL PUPIL RISK ASSESSMENT

Pupil name:

Completed by:

Date:

Review date:

Hazard	To whom	Risk factors	Risk; 1- Low 2- Medium 3-High	Precautions to minimise risk	Remaining risk: 1- Low 2-Medium 3-High
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	<i>Summary of risk in relation to the hazard:</i>				

In Line with Luton Part-time education Guidance for schools (July 2023)

Reduced Hours Provision Individual Pupil Risk Assessment

Pupil Name		
Date of birth:		
Year Group		
School	Beech Hill Primary	
Completed by:		
Completed on:		
Date of Review:		
Review details:		
Social Care concerns:		
This plan is to be shared with:		

Identification, Assessment and Risk Reduction

IDENTIFICATION OF RISKS		
Risk 1	<p>Describe the risk Is the risk potential or actual?</p> <p>Who is affected by the risk?</p> <p>Other pupils. If the risk arises who is likely to be injured/hurt?</p>	
ASSESSMENT OF RISKS		
Risk 1	<p>In which situation does the risk usually occur?</p> <p>How likely is it that the risk will arise?</p> <p>If the risk arises who is likely to be injured/hurt?</p>	
RISK REDUCTION: PROACTIVE AND REACTIVE		
Proactive interventions to reduce / prevent risk		
Early interventions to manage risk.	<p>Identify exactly what an adult will immediately do if the risk is observed. This may include environmental adaptations, distractions or agreed strategies</p> <p>Identify exactly what an adult will do if the risk is reported to them by a child:</p>	
Interventions to respond to adverse outcomes	Support and progress and date of review to support reduced time/ returning to fulltime.	

Review of Risk Assessment Plan

Measures set out	Measures set out Effectiveness in supporting the child	Impact on risk

Does the Risk Assessment need to continue:	
Are there any additions/alterations to the Plan: If 'YES' list these here:	
Outside agency Referrals and recommendations.	
Risk Assessment reviewed on:	
Is a further Review required:	
Agreed on:	Agreed with parent and the school, in line with the LA Guidance on Schools.

In line with Luton Part-time education Guidance for schools (July 2023)
 (Beech Hill and the Local Authorities (Las) have a duty to ensure that all our children receive a suitable full-time education. Our aim is to arrange early support through suitable provide in line with legislative framework requirements.)