



Accessibility Plan

November 2023

A. INTRODUCTION

At Upper Beeding Primary School we recognise that children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

- At Upper Beeding School we demonstrate a commitment to inclusion wherever possible, in order to increase the participation of children with Special Educational Needs and disabilities (SEND) in the curriculum, and in all areas of School life
- The SEN and Disability Act 2001 (SENDA) makes discrimination against disabled individuals unlawful in their access to education. According to the Act a person has a disability if *“he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.”*
- In addition, the Disability Equality Duty was introduced in 2005 as an amendment to the Disability Discrimination act (1995) and sets out a requirement to take a proactive approach to promoting disability equality and eliminating discrimination
- Most children with SEND will not be disabled within the meaning of the Act. However, a significant proportion of those who are disabled will have special educational needs

[References: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>]

The integration of disabled pupils will be assessed on their individual needs. We would work with the child, the parents or carers, other identified agencies and the LA to establish their needs and requirements. We will plan to ensure they are able to access the curriculum and participate in school life.

This policy and objectives will apply equally to all staff, volunteers, Governors and visitors to Upper Beeding Primary School.

Anti-Discrimination Duties

- It is our duty not to treat disabled persons less favourably, without justification, than their non-disabled peers.
- It is our duty to make reasonable adjustments to ensure that persons who are disabled are not put at a substantial disadvantage in comparison to others who are not disabled and vice versa.

B. AIMS AND OBJECTIVES

We are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Continuing to review and adapt the physical environment of the school
- Improving the delivery of information to disabled pupils and other members of our school community
- Responding with appropriate adaptations to the needs of new arrivals to the school

- Teaching our children tolerance and understanding of disability. Giving them a positive attitude to disability equality

C. OUR COMMITMENT TO AN INDIVIDUAL

The school has children with moderate and specific learning disabilities (including neuro-diverse pupils) and a small number of pupils who have a hearing or visual impairment.

We have many children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Children in Upper Key Stage 2 are encouraged to be responsible for their own reliever inhalers in preparation for their transfer to secondary education. Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff.

All staff complete regular first aid training / asthma and anaphylaxis training annually. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. All children requiring regular medication in school time have an Individual Health Care plan – written in conjunction with the school parents and relevant health care professionals. For short term conditions (eg antibiotics) consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

When an individual with a disability is known to be coming to Upper Beeding Primary School, we will aim to implement a plan that will:

- Assess any adaptations that may need to be made to the environment
- Establish what additional resources would need be required or beneficial
- Assess if we have required skills and expertise amongst the existing staff to support that individual
- Assess any medical requirements with the support of external professionals. Training may be required.

However, we reserve the right to balance the ability of the school budget to meet any identified provision against how it will impact on the ability of the school to meet its wider obligations to all individuals in the school.

This policy must be read in conjunction with the following policies and documentation which also make reference to inclusion and accessibility to the physical environment, the taught and wider curriculum and the ethos of the school:

- Premises Development Plan
- Teaching and Learning policy
- SEN policy
- Health and Safety policy
- Equality Act 2010

D. ACTION PLAN

Aim	Practice under development	Actions	Responsible staff	Timescale	Success criteria
Develop confidence of all staff in adapting their practice for children with specific needs.	Environment and curriculum accessible to neurodiverse children including sensory sensitivities	Classrooms to have reduced visual stress – reduced clutter on walls and surfaces, calm colours where possible and appropriate, limited hanging items or noise-generating items.	All staff SLT Monitoring	Autumn/ Spring Terms 23/24	Classrooms have minimal resources on walls around interactive whiteboards. Hanging, flapping resources removed from ceilings.

		Flexibility of seating Availability of workstations or calm areas in or around classrooms.			Calmer wall spaces eg muted colours or clear spaces.
Ensure classroom support staff have specific training on disability issues of pupils in their care	CPD to be provided to develop knowledge and understanding of Disability in our context and strategies to support inclusion	AAA Award training, including skills training eg Social Stories, Sensory Processing. Dyslexia and Dyscalculia award Support from advisory teachers and specialist TAs for specific children Meetings with parents to co-produce support plans	SENCo SLT Teachers (HL)TAs	Autumn 2023 Spring 24- Spring 25 Ongoing Ongoing	AAA Moderation finds ASC adaptations appropriate in school. Staff confidence in adapting curriculum shown in planning, portfolios, lesson drop-ins. Coproduction (school, pupil, parents) evident in ILPs, meeting notes.
Use ICT software to support learning	Development of use of I-pads/ laptops to support inclusion	Training and support for staff to use AT with children: Speech to text software Clicker 7 Photo-elicitation to gain pupil voice regarding environment.	IT Technician All staff		

AUDIT OF EXISTING ACHIEVEMENT/PROVISION – October 2023

1. PHYSICAL (All buildings are single floor)

Main Building

- Wheel chair access via ramp at three points around the building enabling easy access to all parts of the building
- Steps and ramps painted yellow where necessary and posts banded for visual impairments; good contrast between walls/door and flooring
- Accessible toilet facilities with handrail and appropriate height sinks, emergency pull
- Audible fire alarm and adult support for physically impaired or hearing impaired children
- All classrooms and corridors carpeted to improve acoustics and anti-slip surface in doorways
- All classrooms are well lit with blinds to give adjustable lighting conditions
- Tables of various heights available for wheelchair users
- Specialist rooms available for 1:1 and small group work
- Quiet areas for children with sensory needs
- Sensory Circuits area in communal area

- Rainbow room for children needing a quiet nurture area

Old Building

- Wheel chair access via ramp at main entrance
- Audible fire alarm and adult support for physically impaired or hearing impaired children
- All classrooms and corridors carpeted to improve acoustics
- Tables of various heights available for wheelchair users
- Specialist room available for 1:1 and counselling / play therapy

Blue Building

- Wheelchair access via front and both back doors
- Well lit with blinds to give adjustable lighting conditions
- Accessible toilet facilities with handrail and alarm
- Carpeted to reduce noise
- Good contrast between walls and flooring
- Additional classroom for use with small groups, 1:1 support as well as nurture activities
- Dedicated area for Emotional support with Emotional Literacy Support Assistant (ELSA)

External

- Wheel chair access to all areas
- Designated parking area within car park for disabled badge holders
- Handrail at main door and double door to allow wheelchair access

2. CURRICULUM

- Curriculum adapted by task, resourcing and support
- Liaison with external services and agencies (physical, sensory, learning, behaviour etc)
- Detailed pupil information held on central data base and given to all staff
- Teaching assistants deployed to cover a mix of curriculum needs
- Teaching assistants trained to cover wide range of special needs
- Special arrangements made for SATs (extra time applied for if appropriate, use of amanuensis, help with reading readily available for maths)
- Specialist resources available to support specific needs including sensory needs
- Parents and pupils involved in target setting and in ILPs
- Parent support and multi-agency meetings for pupils with special needs
- Specialist Teacher supporting learning and giving pastoral and inclusion support
- Specialist Teacher supporting children with social communication needs (with or without diagnosis)
- Specialist Teacher for Transition advising on environment and support for new entrants in Reception.
- Risk assessments carried out on all out of school visits so that they are accessible to all pupils
- Multisensory learning experiences including computer-based
- Assistive technology to support accessibility eg speech to text software, I-pads
- Promotion of disability equality during PHSE and RE lessons / assemblies and cross-curricular themes