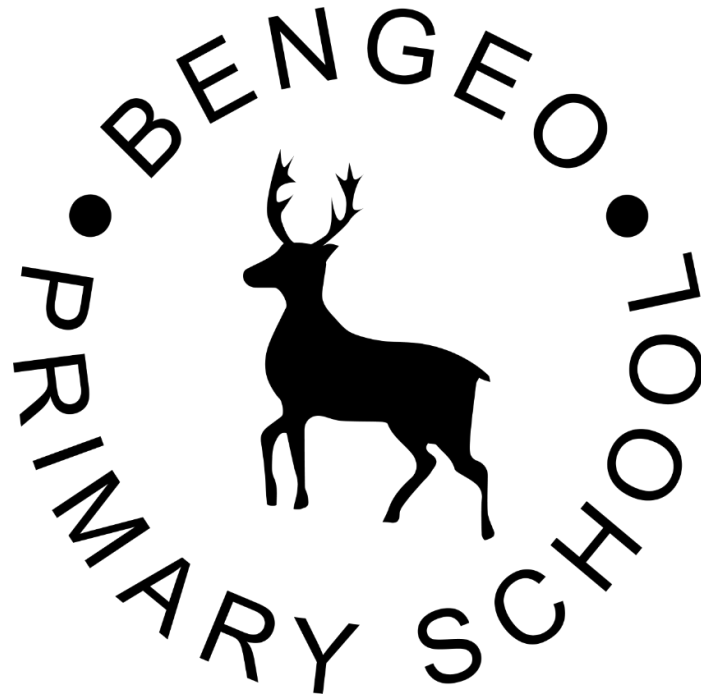


# **BENGEO PRIMARY SCHOOL**



## **Accessibility plan**

**Reviewed: Autumn 2024**

**Author: The Key model/Headteacher**

**Authorised by: Headteacher**

**Next review date: Autumn 2025**

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### **1. Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school's principles and values which relate to equality and inclusion are:

## ***Vision***

At Bengo, we are a happy school community where children develop the curiosity, resilience, passion and knowledge to achieve and thrive.

<b><i>Values</i></b> <b><i>We want our children to:</i></b>		
<b><i>Be Ready</i></b>	<b><i>Be Responsible</i></b>	<b><i>Be Respectful</i></b>
<ul style="list-style-type: none"><li>• To be empowered and to have a voice.</li><li>• To develop strength and self-belief.</li><li>• To engage with their learning and to strive to achieve.</li></ul>	<ul style="list-style-type: none"><li>• To understand the wider world and their responsibility in it.</li><li>• To be knowledgeable and to be able to apply that knowledge for the benefit of society.</li></ul>	<ul style="list-style-type: none"><li>• To be empathetic and considerate to all.</li><li>• To treat the world around them with kindness.</li></ul>

<b><i>Ethos</i></b> <b><i>We want our school to be a place:</i></b>
<ul style="list-style-type: none"><li>• which is a focal part of our community.</li><li>• where we build good foundations for life's journeys.</li><li>• which is safe and supportive.</li><li>• where everyone is respected and included.</li><li>• for thinking and learning.</li><li>• which is reassuringly consistent for everyone.</li><li>• for friendship and kindness.</li><li>• where we are responsible for our learning, our attitudes and our environment.</li><li>• where we can express our creativity and be ourselves.</li></ul>

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **3. School Context**

Bengeo Primary School is a community school with 15 classes from Nursery to year 6. It is a two form entry school. It can accommodate 480 pupils. All classrooms are at ground level. There is a ramp between the Learning hub and the KS2 hall. There is a ramp from the KS2 to the KS2 playground. There is a ramp from the main nursery door inside. There is an adult disabled toilet in the staff room.

#### 4. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, autism, differentiation and recording methods.	On-going and as required	SENCo	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child.	On-going and as required	SENCo	All staff aware of individuals needs
Use IT software to support learning	Audit need and resources.	Termly	Computing Lead /SENCo	Wider use of SEN resources in classrooms
All educational visits to be accessible to all accessible vetted for appropriateness	Develop guidance for staff on making trips. Ensure each new venue is suitable. Seek parental guidance on individual child. Ensure availability of parent accompanying child on visit if	On-going	HT Teaching staff	All pupils in school able to access all educational visits and take part in a range of activities

Target	Strategies	Timescale	Responsibility	Success Criteria
	required.			
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability.	Ongoing	PE lead	All to have access to PE and be able to excel
Support the needs of pupils and parents with Special Educational Needs/ disabilities and promote positive attitudes to disability	<p>SENCo to maintain training programme for staff to support pupils with SEN</p> <p>SENCo to ensure that records and information are kept up to date and relevant information is passed to next teacher each year – brief details on class profile</p> <p>Medical plans updated</p> <p>Opportunities for visitors to school and classes as well as PSHE lessons and circle time to discuss attitudes to disabilities</p> <p>Pupil files set up in main office. All information regarding pupils kept centrally. Medical information updated annually</p>	Ongoing	<p>SENCo All class teachers</p> <p>SENCO All class teachers</p> <p>SENCo All class teachers</p> <p>SLT/PSHE lead</p> <p>Office</p>	<p>GDPR compliant information stored</p> <p>Training up to date and relevant</p> <p>Records up to date and relevant</p> <p>Children have positive attitudes to SEN and disabilities</p>
Equality of provision for children in each class in year group	The lessons taught, homework, trips etc are of the same high standard and come from joint planning	Ongoing-termly overview	<p>Phase leaders</p> <p>Monitored by SLT to ensure consistency</p>	<p>Assessment policy embedded.</p> <p>Teaching and learning policy</p>

Target	Strategies	Timescale	Responsibility	Success Criteria
	<p>and review across each year group class.</p> <p>Assessment and feedback policy complements the aims of teaching and learning policy in embedding a knowledge rich, memory-friendly pedagogy (sticky knowledge)</p>		<p>across each year group and consistency in planning across the school</p>	<p>embedded.</p>
<p>Promote equality of opportunity and diversity, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour</p>	<p>Record any discriminatory incident on CPOMs and adhere firmly to behaviour policy.</p> <p>Diversity and inclusion considered throughout curriculum.</p>	<p>Annual and ongoing</p>	<p>Everyone</p>	<p>Behaviour continues to be exemplary.</p> <p>Assemblies linked.</p> <p>Texts studied celebrate diversity and inclusion.</p> <p>All literature studied represents children in school and in world beyond the school.</p> <p>All educational visits to be accessible to all, accessibility vetted for appropriateness.</p>

## 5. Improving access to the physical environment of the school

Bengeo School is continuing to develop – with facilities being continually improved and upgraded. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the assess, plan, do, review cycle of paperwork when required.</p> <p>Be aware of staff, governors and parents' access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p>	<p>As required</p> <p>Annual reassessment</p> <p>Recruitment process</p>	SENCo HT	<p>Assess, plan, do, review cycle in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Improve signage and external access for visually impaired people	<p>Yellow strip mark step edges</p> <p>Sign areas to hall, toilets, classrooms.</p>	As required	Caretaker	Site accessible for visually impaired people
Ensure all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p> <p>Develop a system to</p>	As required	Class teachers SENCo	All disabled pupils and staff working alongside are safe in the event of a fire



Target	Strategies	Timescale	Responsibility	Success Criteria
	ensure all staff are aware of their responsibilities.			
Ensure accessibility of access to IT equipment	Consider access needs of all pupils	As required	SENCo	All pupils able to access IT equipment appropriately
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access.	Ongoing  Checked termly	H&S Governor Site manager HT	All disabled staff, pupils and visitors able to have safe independent exit
Support the needs of pupils and parents with Special Educational Needs/ disabilities	Site manager to ensure compliance with access to school for parents with disabilities  Ramps and handrails in place in KS2 playground, along with rails in toilets for child with disabilities.	Ongoing  Checked termly	H&S Governor Site manager HT	All disabled staff, pupils and visitors able to have safe access to school and resources

## 6. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms.  Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Ongoing  Ongoing	School Business Manager	All parents receive information in a form that they can access.
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Ongoing	Office staff	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who	Access to translators, sign language interpreters to be considered and offered if possible.	As required	Office	Pupils and/or parents feel supported and included

Target	Strategies	Timescale	Responsibility	Success Criteria
may have difficulty with hearing or language problems				
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	<p>Ensure website is fully compliant with requirement for access by person with visual impairment.</p> <p>Ensure Prospectus is available via the school website.</p>	Ongoing	School business Manager	All can access information about the school

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually

### 7. Monitoring arrangements

This document will be reviewed annually.

It will be approved by the Resources Committee and Head Teacher.

### 8. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

