

Beechcroft Infants School Accessibility Plan 2024-2026

Purpose of the Plan

The purpose of this plan is to show how Beechcroft Infants School intends, over time, to increase the accessibility of our school for all children.

Definition of Disability

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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA`s against either current or prospective disabled children in their access to education. It is a requirement that the school`s accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled children in the following areas required by the planning duties in the DDA:

- increasing the extent to which disabled children can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled children of information, which is provided in writing for children who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the childs` disabilities and the preferred format of children and parents/carers and be made available within a reasonable timeframe.
- Improved awareness of Equality and Inclusion.

Beechcroft Infants School aims to treat all stakeholders, including children, prospective children, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled children, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled children.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The majority of the school site and playground is accessible for a person in a wheelchair. The only part of the site that is not suitable for wheel chairs is Class 2.

The Current Range of Disabilities within Beechcroft Infants School

The school has children with a range of disabilities which include Autistic Spectrum Condition, Global Delays, ADHD, Speech and Language difficulties, Dyspraxia, Cerebral Palsy, Duchenne Muscular Dystrophy, moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents/carers.

We have a number children who have asthma and all staff are aware of these children. Inhalers are kept in the admin block and a record of use is noted.

Some children have allergies or food intolerances and require antihistamine/Epipens. These are kept in the classrooms.

All medical information is collated and available to all necessary staff, the head teacher has a copy and staff are also informed via CPOMS.

We have competent trained First Aiders who hold current First Aid certificates and 3 members of staff who are paediatric trained.

All medication is kept in a secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents/carers outlining the illness, quantity of medication needed, duration and time for administration. All medication that is given, is recorded and witnessed.

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Targets	Strategies	Outcome	Timeframe	Achieved
Accessibility Plan and Equality Statement becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually	
To review policies to ensure that they reflect inclusive practice and procedure.	Consider during review of policies to ensure compliance with the Equality Act 2010	Policies reflect current legislation	Ongoing	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Ongoing	
Ensure that all children/staff can be safely evacuated from all areas of the school building	<ul style="list-style-type: none"> a) Create Personal Emergency Evacuation Plans (PEEP) plan for all children/staff in school. b) Purchase any equipment required for safe evacuation of children/staff. c) Include evacuation procedures in all staff induction meetings d) Reflect and amend evacuation plan after each practice or if the needs of the child/staff change 	Children/staff with mobility issues can be evacuated safely and quickly	Ongoing	
CURRICULUM				

Continue to train staff to enable them to meet the needs of children with a range of SEND.	Identify vulnerable children and create specific support timetables. Review the needs of children with specific issues, provide all relevant training for teachers and TAs.	Staff are trained and confident with issues linked to accessibility and inclusivity with regards to the curriculum. The child feels included in all activities.	Ongoing	
To closely monitor and track progress for all SEND children within the school	Class Progress meeting with a focus on SEND. Individual Progress Plans (IPPs) updated regularly and shared with Parents/Carers	Progress and attainment gap closing	Ongoing	
To liaise with pre-school providers to prepare for the new intake of children into Foundation Stage each year and with current school for in year admissions	To identify children who may need adapted or additional provision. To become fully involved before the child starts school in any additional meetings to ensure a clear transition plan is in place.	Provision will be in place ready to support the child when they start	Ongoing as need arises	
Increase confidence of all staff in adapting the curriculum	Specific focus on Quality First Teaching and adapting and meeting individual needs SENDCO to share advice and strategies.	Curriculum adapted to meet the needs of children	Ongoing	
To ensure that all children are able to access all out-of school activities. Eg. Clubs, trips etc.	Review of out of school provision to ensure compliance with legislation including risk assessments, advice from parents/carers and training where necessary.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. Evidence that appropriate considerations and reasonable adjustments have been made.	Ongoing	
To maintain our close relationships with outside agencies for children with additional needs.	To ensure collaboration between all key personnel.	Clear collaborative working approaches through regular planning, meetings and reviews.	Ongoing	

To provide specialist equipment to promote participation in learning by all children.	Assess the needs of the children in each class and provide equipment as needed. Eg. Special pencil grips, ear defenders, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENDCo.	
Review TA deployment as needed to enable children to be supported appropriately	Review this annually and as a result of Class Progress meetings	Effective provision and support in place and is flexible to the needs of the children	As needed	
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	
WRITTEN/OTHER INFORMATION				
To ensure that all parents/carers and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	All parents/carers will be able to access information	As needed.	
Ensure that parents/carers are aware of the Swindon Local Offer for children with SEND	Parents/carers informed on the Local Offer on the website	Parents/carers aware of services and support available locally	Ongoing	
To ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access needs so that they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents/carers and make reasonable adjustments where possible. Staff to hold consultation evenings by phone or send home written information.	Evidence that appropriate adjustments and reasonable adjustments have been made, so that parents/carers can fully support their children in their education.	Ongoing	

Approved by governors: May 2024

Review date: May 2026