



# Accessibility Plan

Beam County Primary School

**Approved by:** Chair of Governors

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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.

The following principles have been drawn from Barking and Dagenham's Equality and Diversity strategy, which outline their commitment to improve the lives of our residents by advancing equality, diversity, fairness and inclusion.

Barking and Dagenham's vision is to create a place where:

- people understand, respect and celebrate each other's differences.
- tolerance, understanding and a sense of responsibility can grow
- all people can enjoy full equality and fulfil their potential.

The key themes of the Strategy are:

- Improve outcomes for all
- No-one left behind
- Fair and open service delivery
- Exemplar employer

## 1.1. Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, ethnicity or national identity, religious background, gender or cultural identity.

## 1.2. Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability – so that reasonable adjustments are made
- Ethnicity – so that different cultural backgrounds and experiences of prejudice are recognised
- Gender – so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

## 1.3. Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

#### **1.4. Principle 4: Staff recruitment, retention and development**

Steps are taken to positively promote equality, especially where there is evidence of inequality and to ensure that policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

#### **1.5. Principle 5: Reducing and removing inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

#### **1.6. Principle 6: Policy development involves wide spread consultation and involvement**

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- Lesbian, gay, bisexual or transgender

#### **1.7. Principle 7: Society as a whole benefits**

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life for:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys

- Lesbian, gay, bisexual or transgender

### **1.8. Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

### **1.9. Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

We regularly review our equality objectives and report annually on progress towards achieving them.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the staff, parents 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher and governing body.

### **4. 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

## 5. Action Plan

<b>Aim</b>	<b>Current practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Some curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	Children included in classes/activities	<ul style="list-style-type: none"> <li>• INSET re differentiation for teaching staff.</li> <li>• Learning walk to evaluate provision.</li> <li>• Purchase more representative curriculum resources</li> </ul>	<p>KM &amp; Curriculum Leads</p> <p>KM</p>		Feedback to improve/amend if necessary.
	Targets are set effectively and are appropriate for pupils with additional needs.					
	The curriculum is reviewed to ensure it meets the needs of all pupils.					
	Personalised provision for children with the highest levels of need.					

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps – in New build only</li> <li>• Elevators – new build</li> <li>• Disabled toilets and changing facilities</li> <li>• Children with physical needs supported in PE lessons</li> </ul>		<ul style="list-style-type: none"> <li>- Access in old building</li> <li>- Disabled parking bays</li> <li>- Library shelves at wheelchair-accessible height</li> <li>- Wheel chair accessible toilets</li> <li>- KS1 and Nursery changing area</li> <li>- Playgrounds – Sensory area for ASD pupils in KS1 and KS2 playgrounds.</li> <li>• - Making safer the KS1 playground for children with needs.</li> </ul>	TW CARETAKER		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Close work with Joseph Clarke Service for visually impaired children</li> <li>• Large print resources – for pupils who need this plus exercise books, rulers etc.</li> <li>• Pictorial or symbolic representations – WIDGIT symbols</li> </ul>		<ul style="list-style-type: none"> <li>- Set up visual schedules using WIDGIT symbols in all classes.</li> <li>- Set up TEACCH style workstations in all classes.</li> <li>- Internal signage</li> <li>- Induction loops</li> <li>- Set up WIDGIT symbols around school to label areas.</li> <li>- Visit St Peter's to look at their visual signage around the school.</li> </ul>	KM/AG		All relevant classes have visual schedules and work stations.



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	<ul style="list-style-type: none"> <li>• Close work with teachers of the deaf and use of resources for HI children</li> </ul>					

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	NB – 2 OB - 3			
Corridor access				
New build is compliant				
Lifts	New Build			
Apollo and Atlantis rooms to be more in line with the main school – more inclusive for all pupils	Forest school vision, with cooking access for all pupils. Cookery room to fulfill the vision of equipping Atlantis with life long skills.	Work with LA – review of building	TW Steve Benning/Richard	August 2023
Entrances	Review needed			
Ramps	Review needed	LA have advised that ramps would not be safe in the OB		
Reception Toilets	Actioned	Working with LA	TW Steve Benning/Richard	January 2024
Reception area	Compliant			
Internal signage	Actioned			
Emergency escape routes	Review Needed			

