



The Beacon CE Primary School Accessibility Plan 2020 – 2023
Improving the Physical Access at The Beacon CE Primary School

A physical environment access Audit was carried out by the Headteacher, Business Manager and T Shipley and Inclusion and Intervention Leader (Jan 2020). The School SLT have reviewed Curriculum & Service Delivery issues in November 2021.

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Notes	Achievement
Short Term	Accessible Toilet Provision	Remover lockers and other stored items to allow full use of the facility including the baby change unit	<4 months	Headteacher	Minimum requirement for any public site	Baby changing facilities are available.	Completed Sept 19.
	Accessible Toilet Provision	Lighting operated by a switch – consider automated operation via a PIR control.	<6 months	Headteacher	Minimum requirement for any public site	Under review as part of current building plans.	
	Accessible Toilet Provision	No 'help' alarm system for emergencies. Install standard call assistance alarm	<6 months	Headteacher	Requirement to achieve a BS8300 compliant facility.	Under review as part of current building plans.	
	Accessible Toilet Provision	No colour contrast between the sanitaryware and the WC seat / grab rails, etc.	<6 months	Headteacher	Requirement to achieve a BS8300 compliant facility.	Under review as part of current building plans.	
	Audit parental / guardian needs	Ask parents / guardians if they have any accessibility needs not provided by the school at present	<2 months	Headteacher	Accessibility good practice – identifying need	Under review as part of current building plans.	Parents on school site due to Covid need assessed on an individual basis. Review Jan '22
	Hearing loop	Procure portable hearing loop	<3 months	Headteacher	Minimum requirement for any public site	Available on reception desk.	Completed Jan 18.



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Medium Term	Review site signage	Site directional signage at the main entrance to the drive is poor. No Main Entrance signage	<1 year	ASBC / Headteacher	New external signage on all entrances to school.		Completed summer 2018.
	Northumberland Terrace main entrance gate	The gate closing system (gas strut) makes operation difficult (high force): Consider full automation	<2 years	Headteacher	Minimum requirement for any public site	Under Review – supplier made adjustments to gate – review spring term '22	
	Heyworth Street pedestrian entrance gate	The School has identified the Heyworth Street gate as a 'pinch' point at pupil delivery & collection times. This makes it difficult for parents with prams / pushchairs and any wheelchair users.	<1 year	ASBC / Headteacher	Wider entrance at Heyworth Street entrance and additional entrance for EYFS parents. Barriers installed on pedestrian entrance also to allow for access to other year groups.		Completed summer 2020 – 4 entrances to school.
	Accessible Parking Bay	Procure car park line markings to provide an accessible (BS8300 compliant) parking bay.	<1 year	ASBC / Headteacher	Minimum requirement for any public site		Completed Dec 19.



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Long Term						
	Cross corridor doors	Hold open devices for ease of movement	<3-4 years	ASBC / Headteacher	Door Guards installed for all internal doors which allow doors to be kept open and connected to fire alarm system which allows them to be released when fire alarm sounds.	Completed September 2020
	Note only; the school has made improvements over the past 10 years. All building projects consider 'accessibility' and the school is broadly compliant with physical barrier issues.	No other long term issues identified. Further reviews of the site, staff and pupil changes may require other adaptations not identified to date.			Please see detailed note below *	



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Improving the Curriculum Access at The Beacon CE Primary School

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Notes/Achievement
Short Term	To increase transition support between year groups for vulnerable pupils	To identify pupils who may need additional to or different from	Ongoing	KM and all class teachers	Vulnerable children are identified and transitions are effective	Transition is set up on a personal level based on the needs of each child to ensure successful transitions – Summer term.
	To finely review attainment of pupils with SEN and vulnerable groups	Scrutinise askEddi and compare progress and attainment of children from vulnerable groups and non vulnerable.	Termly	KM with RF	Provision Mapping shows clear steps and progress made	SENCo works collaboratively with RF to monitor progress of SEN children – Termly LDST provision map
Medium Term	To develop use of technology to make develop attainment in reading and writing across the curriculum	To develop dyslexia friendly technology, including purchase of lpad keyboards, to support children with specific literacy difficulties	Ongoing	KM	All teaching staff are able to plan and effectively implement the use of technologies and pupils with specific literacy difficulties or EAL make greater progress.	Purchased Nessy Feb 19 to support children with showing signs of dyslexia or have a diagnosis.



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Long Term	To evaluate and review the above short and medium term targets annually	See above	Annually	KM and SLT, Governors	All children making good progress	Targets initially reviewed Autumn 21 and presented to finance governors.
	To deliver all findings to Governing Body	Finance and Premises and Curriculum Governors meeting	Annually	KM, SLT, Governors	Governors are fully informed about SEN provision and progress	SENCo has presented to Governors each term to update on policies, performance, expenditure etc and has acted upon all actions –19/20 – 20/21 – 21/22



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The Beacon CE Primary School Accessibility Plan 2020-2023
Improving the Delivery of Information to Parents at The Beacon CE Primary School

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Notes/Achievement
Short Term	Availability of written material in an alternative format when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats eg EMTAS, Google translate	Ongoing	Admin team	School becomes more inclusive Increased parental involvement with parents with a language barrier	All information is now sent to parents electronically. Some communication has been through the use of a translator or electronic translation device. School website is now available in a large variety of languages.
	Increase parental access to support from external providers	Create a link on the school website to the Early Help Directory	Half termly	KM, JD	School becomes more inclusive Clear collaborative working approach	Completed. Parent workshop also held to show parents how to access Early Help Hubs and Directory. Links to contacts of external agencies the school work with on the SEND page for parents.
	To establish close links with parents	To implement frequent workshops, coffee mornings, seminars available for parents	Half termly	KM	Clear collaborative working approach	Parents are able to contact staff members face to face, phone or have access to some SENCo email. Termly workshops are held for parents from SENISS,



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						ASD solutions and ADHD Foundation.
Medium Term	To establish close liaison with parents and outside agencies	Establish a 'market place' at parents evening using outside providers.	Termly	KM Inclusion and Intervention Lead	Clear collaborative working approach	Parents invited to review meetings and are instrumental in setting new actions for their child. Workshops and parent market places have also been implemented. Termly parent evenings and EYFS parent SEND meetings.
	Develop strategies to integrate new pupils successfully into the school	Create and implement a welcome pack for new pupils Develop a buddy system	Ongoing	KM and admin team	Children and families are supported and transitions are successful	School Buddies. The Guardians PLT group.
Long Term	To evaluate and review the above short and medium term targets annually	See above	Annually	KM and SLT, Governors	Clear collaborative working approach	A review or targets Summer term 2022. Actions identified.

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*The School since the early 2000's has made 'accessibility' improvements to the site. One of the major obstacles to accessibility was the split-level site, not allowing free movement between the Admin area / KS1 to the Hall / KS2

This was addressed in the 2012 New Entrance project that allows level access through automated doors to the low level lift. This allows wheelchair users and ambulant disabled persons full horizontal site access.

The new classroom block and all projects since the new entrance was built have complied with Building Regulations Part M (accessibility)