THE BEACON CE PRIMARY SCHOOL ACCESS PLAN

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THE BEACON CE PRIMARY SCHOOL ACCESS PLAN

The Beacon CE Primary School, as are all other Schools, are required to have an accessibility plan. This is a statutory requirement (see DFE's guidance on statutory policies for schools).

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation".

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender, and disability.

An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years.
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the Headteacher.

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

SCHOOL ACCESS POLICY & STRATEGY INCLUDES:

- To provide a safe, comfortable, pleasant, and secure environment for pupils, staff, parents, and visitors that is accessible for all and complies with current legislation.
- The Beacon School has been proactive in all aspects of Accessibility including improvements to the physical environment.
- To manage the asset in compliance with all statutory requirements.
- To manage the asset in conjunction with The LDST Trust and DfES guidelines and requirements.
- To improve educational standards through improvements in the educational environment.
- To provide the physical fabric teaching environment that conveys a positive message and maintains / improves the self-esteem of its occupants and the local community.
- Continually strive to provide improved facilities and meet needs of curriculum development and changes.
- To address inclusivity/access for all.

HISTORICAL ACTIONS

Under Liverpool City Council's control in 2004, an accessibility audit was undertaken on the school, various improvement actions were recommended, and all have been addressed. The Beacon CE Primary School has implemented many improvements to the site over the past decade or so, when the DDA first focused upon the need to improve the physical environment, this has included:

- Installed a lift for vertical accessibility on this split-level site.
- Installed automated car park gates and main entrance doors.

- Provided an accessible reception area.
- Remodelled an area for a suitable accessible toilet.
- Provided an Accessible parking bay.
- Plus, other minor improvements on wheelchair access, visibility and the like that have been included as a general requirement in other projects

CURRENT & FUTURE STRATEGIES TO DELIVER AIMS

Access to the Physical Environment

- The layout and size of all areas on the site allows access for all pupils, staff, and visitors. The building remodelled in the last ten years complies with modern accessibility requirements, other refurbishment & remodelling works within the school consider accessibility in the design.
- Wheelchairs can move about the school without experiencing barriers with the lift, cross corridor door hold open devices that do not compromise fire compartmentalisation (except for restricted access for safeguarding purposes).
- If accessibility to any area is difficult for any pupil or staff member due to physical barriers the school will consider moving that class to an accessible area.
- Ramps & *sloping approaches* are available allow full access to the Main Entrance & various areas of the building.
- Décor tonal contrast & signage is now a primary consideration for refurbishment & remodelling works. This will be continued in all future projects in the school and implemented for the facility when cyclical redecoration is undertaken.
- All areas, to which pupils have access are well lit.
- Furniture and equipment are selected, adjusted, and located appropriately.
- Disabled (accessible) toilet facilities are provided.
- Provision of a portable hearing loop in the main reception, that can be used across the building is now in place.

Further Development: see detailed plan.
- Emergency systems need to be visual or personal as well as auditory throughout the facility. No **personal alerts** required at present – a good staff pupil ratio would cope with any requirement.
- Emergency and evacuation systems are in place; however some alarms sounders need upgrading to audio-visual (flashing beacon sounders); this will be only be addressed when required in certain areas.

Access to the School Curriculum

In place:

- All teachers and support staff have had the necessary training to teach and support disabled pupils. Staff training is ongoing.
- All classrooms are optimally organised to cater for disabled pupils.
- All lessons are suitably differentiated for all children to achieve.
- Teaching strategies allow for learning to take place and involve the children in tasks that can be achieved by the individual child, by the group or by the whole class.
- All pupils are encouraged to take part in music, drama, and PE.
- Staff recognise and allow for the additional time required to some pupils to use equipment in practical work.

- Teachers are very aware of the children's individual needs and do provide alternative activities for those children who cannot engage in particular activities.
- All school visits are open to all pupils irrespective of attainment or impairment.
- All teachers have high expectations of all pupils.
- It is part of our inclusion policy that all staff seek to identify and remove any barriers to learning and participation that can hinder or exclude individual pupils.
- The SENCo liaises with outside agencies to seek help in providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals, e.g.: speech and language therapy and mobility training.
- The school has access to Sensory Support and a SEN Assessment and Pupil Support Service for advice.

Further Development: see detailed plan
- More staff training for children with specific disabilities.
- Acquisition of more resources for disabled pupils, e.g. Software.

Access to Communication

In place:
- All standard school communications are in Arial 12.
- The school offers information in alternative format – can be lengthy process.
- Coloured paper and overlays are used if there is a particular problem with reading.
- Larger text is provided for those children with visual impairment.

Further Development see detailed plan
- Review any requirement for Type Talk or BT's NGT (Next Generation Text) for those with hearing deficiencies (parents, etc.).
- Provision of information on audio tapes, in symbols or in Braille if required.
- ICT provision to produce written information in different formats.
- CPD; Staff to be more familiar with technology and practices developed to assist people with disabilities. A.S.B.C to research availability.

Access Plan table:
The following table is a summary of the school's targets for access improvements following the initial review of the accessibility. It does not include all items from the original Access Audit but focuses on the main areas of concern and provides a management tool that can be monitored & improved as requirements dictate.

This Plan is a dynamic document/a management tool that will be reviewed by the Governors (Buildings & Grounds) & Headteacher on a regular basis to ascertain this plan's effectiveness and any alterations required following review & changing requirements.

The Beacon CE Primary School Accessibility Plan 2023 – 2026
Improving the Physical Access at The Beacon CE Primary School

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Notes	Achievement
Short Term	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	
Short Term	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	Communication with parents December 23 – no issues found at present
Medium Term	Dropped kerb in main carpark	Install a dropped kerb on the main walkway into school	<1 year	Headteacher	Minimum requirement for any public site		
Medium Term	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	
Long Term	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. There are no other long-term issues identified. Further reviews of the site, staff and pupil changes may require other adaptations not identified to date.						

The Beacon CE Primary School Accessibility Plan
Improving the Physical Access at The Beacon CE Primary School – Completed Actions

Targets	Strategies	Timescale	Responsibility	Success Criteria	Notes	Achievement
Hearing loop	Procure portable hearing loop	<3 months	Headteacher	Minimum requirement for any public site	Available on reception desk	Completed Jan 18
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
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 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
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		Completed summer 2020 – 4 entrances to school

				to other year groups		
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
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	Completed Dec 23
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	Completed Dec 23

The Beacon CE Primary School Accessibility Plan 2023-2026
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 JBl	Provision Mapping shows clear steps and progress made	SENCo works collaboratively with RF to monitor progress of SEN compared to non-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 iPad 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. Some children use this daily from Years 3-6
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 reviewed on a yearly basis and presented to governors
	To deliver all findings to Governing Body	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 - 22/23 – 23/24

The Beacon CE Primary School Accessibility Plan
Improving the Curriculum Access at The Beacon CE Primary School – Completed Actions

Targets	Strategies	Timescale	Responsibility	Success Criteria	Notes/Achievement
To develop use of technology to make develop attainment in reading and writing across the curriculum	To develop dyslexia friendly technology, including purchase of iPad 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. Some children use this daily from Years 3-6

The Beacon CE Primary School Accessibility Plan 2023-2026
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 e.g. 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
	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, ASD solutions and ADHD Foundation
Medium Term	To establish close liaison with parents and outside agencies	Establish a 'marketplace' 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 marketplaces have also been implemented Termly parent evenings and parent SEND meetings
	Develop strategies to integrate new pupils successfully into the school	Create and implement a welcome pack for new pupils	Ongoing	KM and admin team	Children and families are supported and transitions are successful	School Buddies The Guardians PLT group Welcome pack provided

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Notes/Achievement
		Develop a buddy system				
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 2025 - Actions identified

The Beacon CE Primary School Accessibility Plan
Improving the Delivery of Information to Parents at The Beacon CE Primary School – Completed Actions

Targets	Strategies	Timescale	Responsibility	Success Criteria	Notes/Achievement
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 e.g. 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 |