



# BEECHFIELD SCHOOL

## Accessibility Plan

Reviewed and updated	Stakeholders involved
25/06/2017	Mrs Connell (INCo)
05/07/2017	Mrs Connell, Parents, School Council
10/07/2017	Governing body - approved

## Identifying Barriers to Access: A Checklist

This list has been used to help us identify barriers to access that may exist in our school. The list is not exhaustive but has encouraged us to ensure a flexible approach to the further questioning of the accessibility at Beechfield School.

### Section 1: How does your school deliver the curriculum?

	Red	Amber	Green
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled children?		*	
Are your classrooms optimally organised for disabled pupils?			*
Do lessons provide opportunities for all pupils achieve?			*
Are lessons responsive to pupil diversity?			*
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			*
Are all pupils encouraged to take part in music, drama and physical activities?			*
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			*
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?			*
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		*	
Do you provide access to computer technology appropriate for students with disabilities?		*	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			*
Are there high expectations of all pupils?			*
Do staff seek to remove all barriers to learning and participation?		*	

### Section 2: Is your school designed to meet the needs of all pupils?

	Red	Amber	Green
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?			*
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		*	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		*	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?			*
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	*		
Are any of the décor or signage considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			*
Are areas to which pupils should have access well lit?			*
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			*
Is furniture and equipment selected, adjusted and located appropriately?			*

Section 3: How does your school deliver materials in other formats?

	Red	Amber	Green
Do you provide information in simple language, symbols large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			*
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities eg by reading aloud writing on the whiteboard and describing diagrams?			*
Do you have the facilities such as ICT to produce written information in different formats?			*
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		*	

## Access Plan

This is the access plan for Beechfield Primary School, which has been created after reviewing all aspects of the school site and its SEN policy, and looking at options for improving accessibility within existing arrangements. The school will monitor the implementation of the plan at least annually and keep under review the access needs of the school.

	Target	Action	Desired Outcome	Timescale	Review/Evaluation
Short term	To ensure that training is provided for staff when they are working with a child with specific disabilities	Use support through the Educational Psychologist, Colnbrook and the SPLD base as well as advisory teachers for autism, hearing, VI and SALT teams to seek relevant training Liaise closely with parents	Advised strategies implemented to support children's inclusion including the use of technology  Staff will be confident in managing specific need within the classroom and school environment	Training to commence as soon as possible when a child begins at the school  Training to take place throughout Autumn term 2017 for pupils currently in school	
Medium term	To ensure all lessons are being adapted to enhance the inclusion of pupils with specific disabilities  To ensure better accessibility for the whole school community around the outside of the school building	Class teachers to differentiate lesson plans to better cater for the needs of all pupils to ensure maximum progress in every curriculum area  Widen the paths at the front of the building outside the Reception classrooms  Create a one way route around the school building	All children to be able to demonstrate learning through a variety of mediums.  Better wheelchair/pushchair access all the way around the school building  Paths to be less congested at drop off and pick up times	To be fully embedded by the end of the Spring term 2018  To be in place by the start of the Spring term 2017	
Long term	To install non-visual guides around the school  To monitor any changes to the school's	Seek support from the VI advisory teachers about the non-visual guides that are available for primary schools  Upkeep of current facilities (eg specially marked disabled parking spaces, ramp	Children and adults with visual impairment to move around the school with greater confidence and independence  Complete accessibility for all stakeholders	To be in place when necessary  As needed	

	pupil or parent intake to ensure that adaptations are made to accommodate needs	access for all entrances to the buildings, toilet facilities)  Consider printing of information carefully – investigate translations/use of Braille etc if necessary			
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