



Accessibility Plan

Beal Vale Primary School

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Statement of General Aims of the School

The Governors and Staff of Beal Vale Primary School believe that we provide the vital transition from home to the outside world, and another step in the learning process which begins the moment a child is born. We believe that Learning is for Life.

Our school motto is:

Learning is for Life, Enjoy the Journey!

We hope to lay the foundation for academic learning, fostering a love of knowledge and a desire to achieve. We seek to provide a setting that gives all children the best possible learning opportunities, matched to their individual needs, within a happy and safe environment.

We are committed to providing equal opportunities for all.

We recognise and value diversity within our school, community and the wider world.

Whilst academic achievement is important, we recognise our role in developing the “whole child”. Therefore we aim to promote not just intellectual growth but his/her physical, social, moral, spiritual, emotional, creative and aesthetic development, as well as raising self-esteem, encouraging a sense of responsibility, initiative, and self-discipline.

As a School we continually strive to improve and aim to prepare our pupils to make a positive and responsible contribution to life in our ever-changing and increasingly technological world. We aim to develop a strong partnership with parents and encourage all our pupils to develop as citizens of the school and wider community.

Introduction

Beal Vale Primary School accessibility plan has been developed in conjunction with current legislation and requirements as specified in the Equality Act 2010, Special Educational Needs and Disability Code of Practice: 0-25 years (August 2014) and publication, Public Sector Equality Duty Guidance for Schools in England 2014.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

Schedule 10 of the Equality Act requires responsible bodies in school to prepare an accessibility plan. An accessibility plan is a plan for, over a prescribed period—

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The delivery in sub-paragraph (2)(c) must be—

- (a) within a reasonable time;
- (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Our school's accessibility plan is aimed at:-

- Increasing the extent to which disabled pupils can participate in the curriculum
- Reasonable adjustment to improvement the physical environment of the school to enable pupils to take advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Protected Characteristics of the Equality Act 2010 are:-

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The purpose and direction of the school's plan: vision and values

The school's ambitions for disabled members of the school community; pupils, staff and visitors to school are focused on ensuring maximum participation, contribution and achievement for all.

The school is committed to making reasonable adjustments for pupils, staff and visitors with disabilities to ensure they receive the support they need to work and are able to pursue their ongoing personal and professional development.

The aim of the head teacher, governing body and school community is to ensure all aspects of school life are accessible to everyone. Additional needs of children, staff and visitors to the school are taken into account in all planning and the provision of facilities and resources to ensure good educational outcomes. Beal Vale School has an ongoing commitment to continually improve accessibility through strategic planning and prudent budget management in consultation with pupils, staff and friends of the school.

Beal Vale School has high ambitions for all its pupils and expects them to participate in, contribute to and achieve in all aspects of school's life.

Information from pupil data and school audit

Beal Vale School is a one form entry Primary School with private Nursery provision on site and serves the community of Shaw, Oldham.

The profile of pupils, staff and visitors to the school, who have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities is detailed in appendix two.

Appendix two shows that the presence and participation of pupils with additional needs is similar to that of their non disabled peers.

School policies relating to special educational needs, the administration of medication, anti-bullying, risk assessments and managing behaviour take into account the necessary responses for children and young people who are within the remit of the SEND legislation and Equality Act 2010.

Beal Vale School Staff have been trained to provide the range of care and support the children need. Carefully considered planning, combined with open and collaborative decision making has resulted in appropriate responses to individual need. Parents work in partnership with school staff for the well being of the pupils.

Since 2002 Beal Vale School has planned, reviewed and increased the adjustments necessary to ensuring access to the school building and curriculum.

The staff of Beal Vale School are aware of the educational implications of disability following INSET training and have used Inclusive Development Programme materials to reduce barriers to learning for pupils with Dyslexia, Speech, Language and Communication Difficulties and Autistic Spectrum Disorders. Individual staff have also participated in focused training to meet individual needs.

Whole class planning and the standard of quality first teaching has resulted in the majority of pupils with identified special educational needs (approx. 11%) having their needs met through short term small group interventions and SEN support.

Pupils with special educational needs and those with disabilities take a full and active part in all aspects of school life including extra curricular activities. All pupils make good progress and contribute to all whole school activities such as good work assembly, school assemblies and productions.

Members of staff with disabilities are encouraged to discuss their needs in confidence with the head teacher who endeavors to meet their needs as sensitively as possible.

Views of those consulted during the development of the plan

The plan (see appendix 1) has been informed by the involvement of disabled pupils, employees and parents of disabled pupils in a number of consultation and development activities.

This has ensured school has a good understanding of the views and aspirations of the school community, which have been taken into account in determining the priorities for improvement.

Increasing the extent to which disabled pupils can participate in the school curriculum.

The achievements of all pupils are celebrated. Circle time PSHE activities and whole school assemblies have also helped raise positive attitudes towards children and young people with learning difficulties and disabilities. The school has evaluated the impact the delivered curriculum has upon pupils with disabilities. Provision management firmly embedded with the first emphasis on whole class planning and quality first teaching.

The effectiveness of whole class planning, the class teachers adapting their teaching style to match pupil learning styles and introducing modified activities for individual pupils has had a good impact on pupil progress. (National Strategy Three Wave Approach)

The school has a flexible staffing approach to respond to the needs of children and young people with learning difficulties and disabilities. Effective strategies are in place and good use is made of access to specialist advice and support from local authority services. Staff lead small group focused interventions matched to individual needs.

The views of pupils and parents are included in ongoing evaluation of intervention through regular reviews. This in turn informs further developments.

Improvement in the physical environment of the school.

- 2008 - Lighting throughout the school has been improved.
- 2009 - An outdoor shelter is now available for parents to use.
- 2010 - Safe surfacing was installed around the tyre park in the playground.
- 2012 – Redesign and extension to front of school to accommodate new reception facilities, waiting area, larger staff area and accessible meeting room.
- 2013 – Redesign and full refurbishment of classrooms, communal areas, toilet facilities from Reception class – Year 4 Classroom.
- 2013 – Repairs and maintenance to main school path.
- 2013 – Resurfacing and redesign of schools car park to include disabled parking.
- 2014 – Ramp to junior playground.
- 2014 – Final full refurbishment stage for internal Year 5 & Year 6 classroom, communal areas and toilet facilities.

Making it happen

An annual report to governors with analysis of relevant data.

Beal Vale School's Accessibility Plan and Disability Equality Scheme is available on request from the head teacher or chairman of governors.

Appendix 1 Action plan

Aims

- a) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- b) To increase the involvement of those with disabilities in deciding action that impacts on them.
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

Target	Strategy	Outcome	Lead person	Timescale	Monitoring
Increase access to the curriculum					
a) raising awareness of curricular needs of pupils identified on the Autistic Spectrum.	External trainer to lead AET Level 1 training Continued CPD and training for staff on an individual need basis.	All staff received Level 1 autism education trust training including all available midday supervisors and office staff. Individual members of staff more confident in strategies and teaching methods to support pupils.	SENCo accountable to Head Teacher.	Ongoing	SENCo – reports to Head and Governors
b) Audit of after school club participation to ensure, where reasonable, inclusive involvement is considered.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment that comply with current legislation.	Business Manager reporting to Senco and Head Teacher	January 2015	SENCo/ Head
c) Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Senco accountable to Head Teacher	January 2015	
Increase access to the physical environment					
a) Define nosings on steps around the school with yellow markings	All nosing's to have a yellow Strip painted at the edge.	Step nosing easily identifiable for visual impairment.	Site Manager accountable to Head Teacher	January 2015	Head Teacher
b) Installation of handrails to external steps next to ramps.	Costs to be confirmed via Unity Partnership as part of ongoing improvements to school plans.	Step nosing easily identifiable for visual impairment..	Business Manager accountable to Head Teacher	September 2016	Head Teacher
c) Installation of handrails to front pathway entrance into school on both side.	Costs to be confirmed via Unity Partnership as part of ongoing improvements to school plans.	Assistant to ambulant disabled when approaching school and using stops.	Business Manager accountable to Head Teacher	1 st rail Sept 2015 2 nd rail Sept 2016	Head Teacher
d) Installation of handrails on rear approach to school near tyre park	Costs to be confirmed via Unity Partnership as part of ongoing improvements to school plans.	Assistant to ambulant disabled when approaching school and using steps.	Business Manager accountable to Head	September 2017	Head Teacher

			Teacher		
e) Replace screw tap in disabled WC/ First Aid room to a lever or push tap.	Ease of use of Taps in facilities	Ease for use for dexterity issues.	Site Manager accountable to Head Teacher	June 2015	Head Teacher
f) Provide back rest to disabled WC/ First Aid room toilets	Costs gained and prevalence of installation explored.	As per DDA requirements.	Business Manager accountable to Head Teacher	February 2015	Head Teacher
g) Installation of hearing loop in Reception area.	Further advice to be gained from hearing impairments team and Unity Partnership. Necessity and costs to be explored.	Increase accessibility for pupils, staff and visitors	Business Manager accountable to Head Teacher	September 2016	Head Teacher
Increase access to written materials					
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats	To school will be able to provide written information in different formats when requested for individual purpose.	Business Manager and Senco.	January 2015	SENCo/ Head

Review of Beal Vale Primary School – November 2014

Based on 2014-2015 figures

Disability	Physical Sensory &	Learning Difficulty	Medical Condition	Social, Emotional & Mental Health	Speech and Language
Pupils	7	14	6	2	11
Employees/ Volunteers	0	0	3	0	0
Parents/ Visitors	0	0	0	0	0

Atten = Attendance, Exc = Exclusions, Curr = Whole curriculum participation, 100Exten = Extended school access. Pupil achievement and progress of pupils with SEND is monitored within school's assessment systems. Based on 2013-2014 figures

	School Nos	School Nos	Atten %	Atten %	Exc %	Exc %	Curr %	Curr %	Exten %	Exten %
	Dis.	All	Dis.	All	Dis.	All	Dis.	All	Dis.	All
P & S	2	190	74.45	95.30	0	0	100	100	100	100
LD	20	190	94.9	95.30	0	0	100	100	100	100
MC	3	190	83.8	95.30	0	0	100	100	100	100
SE & MH	2	190	87.60	95.30	0	0	100	100	100	100
Sp&L	3	190	96.50	95.30	0	0	100	100	100	100

Appendix 3.

Disability Discrimination and Planning Duties.

1.1. Definition of Disability

The Equality Act defines a person with a disability as someone who has 'a **physical or mental impairment** which has a **substantial and long term** adverse effect on his or her ability to carry out **normal day to day activities**'

Physical or mental impairments includes sensory impairment, learning disability, dyslexia, dyspraxia, autism, speech and language impairments, attention deficit and hyperactivity disorder, diabetes, epilepsy, those with or surviving cancer, HIV or multiple sclerosis where the effect of the pupil's ability to carry out normal day to day activities is adverse, substantial and long term.

Substantial means more than minor or trivial. **Long term** means has lasted or is likely to last more than twelve months.

Normal day to day activity is determined by the affect of the impairment on mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing, or eyesight, memory or ability to concentrate, learn or understand, and the perception of risk of physical danger.

Disability and Special Educational Needs Most pupils who are in receipt of interventions, through Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). Not all pupils defined as disabled, such as those with severe asthma, arthritis or diabetes will have special educational needs but they will be defined as 'disabled' in terms of the Equality Act.