



Accessibility Plan 2020 - 2023

At Beckingham Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Accessibility Plan

- To ensure that through inclusive practice, disabled children are able to access the same breadth and depth of opportunities that able bodied children can, including equal access to all facilities
- To ensure that disabled children (those with a Special Educational Needs) make progress commensurate with other children nationally

- To ensure that all children irrespective of need have equal access to the curriculum, facilities and extra-curricular activities at lunchtimes and after school clubs to ensure full participation in the school community for pupils, and prospective pupils, with a disability.
- To ensure all families have equal access to written information
- To raise the profile of this scheme to ensure that staff, governors and children have a clear understanding of the challenges faced by disabled people and what we can do to remove these barriers

Rationale

- Improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to ensure equal access to facilities and full participation in the school community for pupils, and prospective pupils, with a disability.
- At the heart of the ethos of Beckingham Primary School is a culture of high expectations and aspirations for ALL children irrespective of prior attainment. Intervention cannot compensate for quality first teaching, so our children spend as much time accessing learning alongside their peers in the classroom as possible. Teachers' planning is highly differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and (are clearly linked to National Curriculum and the EYFS Curriculum) expectations are well pitched to the age and stage of the individual child.
- The only exception to this would be if a child is identified through the graduated approach to SEN as needing more specialised, small group or 1:1 intensive, short burst intervention. Where this need is identified, provision will be provided by qualified and trained teachers or teaching assistants, using an evidence-based Intervention programme.
- It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are always encouraged to attend age relevant extra curricula clubs, leisure and cultural activities and educational visits.
- Ensuring collaborative working, planning and assessment from all key stakeholders (children/family/school/governors) is paramount. To this end, this accessibility plan for Beckingham Primary School will be directed based on the voice of pupil, parent/carer/staff and governors. The plan will also seek to ensure all families have an equal access to written information

Success criteria

- The progress of disabled children (those with a recognised special educational need) will make progress commensurate with SEN peers nationally
- All activities including out-of-school activities will be conducted in an inclusive environment ensuring the participation and engagement of all children including those children on the SEND register

- The accessibility plan for Beckingham Primary School will be directed based on the voice of child, parent/carer/staff and governors and staff, governors and children have a clear understanding of the challenges faced by disabled people and what we can do to remove these barriers
- Communication with families is accessible so as to elicit collaborative working.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Review date/Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Focus 1: To ensure that through inclusive practice, SEND children are able to access the same breadth and depth of opportunities that non-SEND children can						
<p>To ensure that all pupils are differentiated for appropriately in planning and teaching for core and foundation subjects</p> <ul style="list-style-type: none"> • HT and Subject Leaders to monitor planning and carry out work scrutiny. • Classrooms practice promotes the participation and independence of all pupils • Staff training focusing on how to identify specific barrier, and clear target setting in order to ensure appropriate provision 	Subject Leaders to monitor quality of differentiation and provision for SEND pupils.	Ongoing as part of schools' monitoring process	Sept 2023	Subject Leader time	HT	
Staff training in supporting pupils with SEND - focus on key areas of need within the school: Identify gaps and ascertain teacher feedback regarding CPD opportunities and seek external advice if necessary	SENCO to deliver or broker training as appropriate.	Ongoing	Sept 2023	Staff training sessions	HT	
Focus 2: To ensure that SEND (and vulnerable children due to Covid 19) pupils make progress commensurate with other children nationally.						
<ul style="list-style-type: none"> • To ensure the use of intervention is used as part of the graduated approach to SEND, eg, plan, do, review cycle reveals a child requires additional and different intensive small group/1:1 intervention using evidence-based programmes to maximize impact. • Adult leading intervention will feed into 'Assess, Plan, Do, Review' cycle by identifying appropriate strategies and will work with child and teacher to develop these strategies in the classroom 	SENCO to deliver or broker training as appropriate.	Ongoing	Sept 2023	Staff training sessions	HT	
Focus 3: To ensure that all children irrespective of need have equal access to the curriculum, facilities and extra-curricular activities at lunchtimes and after school clubs to ensure full participation in the school community for pupils, and prospective pupils, with SEND.						

Focus 4: To ensure all families have equal access to written information						
<ul style="list-style-type: none"> Access to facilities Disabled parking in staff carpark (1 space to be allocated)	SENCO	Ongoing	Sept 2023	HT		
<ul style="list-style-type: none"> Access to clear communication Clear and consistent signage around school Availability of written material in alternative formats when specifically requested						
Focus 5: To raise the profile of this scheme so as to ensure that staff, governors and children have a clear understanding of the challenges faced by SEND people and what we can do to remove these barriers						
Discussion and support for new SENCO and what this means	SENCO	Sept 2020	Sept 2023	HT		
Visiting speakers to provide our children with opportunities to gain a clear understanding of the challenges faced by SEND people and what we can do to remove these barriers.	NW	Sept 2020	Sept 2023	HT		