

# Beulah Junior School Accessibility Plan



**Approved by:** FGB

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**Next review due by:** October 2023

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1. Aims	
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Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

### **Beulah Junior School Inclusion Statement**

*Our school treats all its pupils and families fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Beulah Juniors is proud to be an inclusive school - welcoming of many different cultures, language speakers, religions and differing needs. Every child and family is an integral and important part of our community, and will be treated as such.*

*Our Core values ‘Success, Unity, Pride, Enjoyment and Respect’, promote this ideal and remind us daily of the environment in which we want to live, learn and play; enjoying all experiences to the full and achieving to the best of our abilities – whatever they may be.*

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, including Croydon LA

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Definitions may include people with:

- |  |                             |
|--|-----------------------------|
| • Cerebral Palsy                                 | Sickle Cell Anaemia         |
| • Muscular Dystrophy                             | Severe dyslexia             |
| • ASD (Autistic Spectrum Disorder)               | Obesity or eating disorders |
| • ADHD(Attention deficit hyperactivity disorder) | Cancer                      |
| • Downs Syndrome                                 | Mental health difficulties  |
| • Cystic Fibrosis                                | Incontinence                |
| • Multiple sclerosis                             | HIV                         |

- Hearing or visual impairments
- Diabetes
- Epilepsy
- SEMH (Social, emotional, mental health needs)

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

On the 1st October 2010, the Equality Act replaced all existing equality legislation (Race Relations Act, Discrimination Act and Sex Discrimination Act) and provides a single, consolidated source of discrimination law. Within this framework, schools have a duty to carry out accessibility planning for disabled pupils. Schools must implement plans which are aimed at:

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

#### **Aims of Plan**

- To ensure we are carrying out our statutory duties for access planning
- To ensure equality of opportunity for all learners with a disability
- To provide clarity for definitions of disabilities
- To provide a framework/structure for accessibility planning, resourcing, monitoring and reviewing
- To provide parents/carers and all of those in the school community with clear guidelines and expectations of accessibility planning.

To show how Beulah Junior School intends, over time, to increase the accessibility of our school for disabled pupils and other disabled members of our school community.

#### **Current situation**

Beulah Junior School is set within fairly small grounds, some of which are shared with the Infant School (now Peegasus Academy). The building is over 100 years old and is on 2 floors. The canteen is housed in a separate block. Previous initiatives to improve accessibility to the school building have yielded the following improvements:

- Re-locating the main office to an accessible location (initially moving it from upstairs and then to a sight at the front of the building, with access ramps)
- Adding a disabled toilet facility downstairs
- Providing ramps to the main door used by pupils
- Providing ramps to the canteen
- Improving signage to the main office (further signage put forward to current plan)
- Purchasing an 'evac chair'
- Making the adventure play space more accessible by removing wooden edging and bark chip replacing with green soft surface.
- Considering how key spaces upstairs which are not accessible can be made more so (eg planning for library and music use downstairs)
- Ensuring all eligible pupils are assisted by the correct access arrangement during SATS week (still in our current plan)
- Implementing 'Visual Timetables' in classrooms

The prospect of having a lift to provide increased accessibility to the upstairs has been considered but not implemented. This is due to there not being an appropriate space in the building to locate this.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils, personalised for individuals where necessary</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Instruments can be taken to classes where disabled pupils are unable to access the music room</p> <p>ICT resources can be used downstairs where disabled pupils</p>	<p>Improve access to the curriculum for HIC (hearing impaired child) by improving communication between HIC and TA</p> <p>Make music lessons accessible for child with hearing impairment</p> <p>Create plans for any child with suspected SEMH/ADHD/ASD, alongside reviewing existing EHCP plans</p> <p>Annually review Y6 cohort to identify any pupils with additional needs who may be entitled to extra time for SATs. Make relevant applications and keep records.</p>	<p>Further train TA to work with HIC to improve her access to the curriculum</p> <p>Gather views of HIC on music and what parts are accessible/enjoyable for her</p> <p>Review any aspects of music lessons which need to be adapted with visual signals for HIC.</p> <p>Plan created where needed</p>	<p>NR/JX</p> <p>KP</p>	<p>SPR 21</p> <p>Ongoing</p>	<p>HIC is able to express enjoyment of music lessons, which have been adapted where appropriate</p> <p>Plans are in place which effectively enable pupils to access the curriculum to their potential</p> <p>Continue to ensure</p>

	are able to access the music room		Pupils are screened for eligibility for extra time. Applications made and records are kept	CB	March 21-23	that appropriate SATs access arrangements are provided
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps to school office and into school building</li> <li>• Wide corridors</li> <li>• Disabled toilet downstairs</li> </ul>	<p>Now that access to building via back p/g has been ruled out, improve signage to front office.</p> <p>Maintain the disabled toilet facility</p> <p>Ensure appropriate access is facilitated</p> <p>Consider whether access in and out of the building at the end of the day can be improved (current congestion could be a potential hazard for anyone with mobility issues)</p>	<p>Place signage in back playground to direct to school office (accessibility)</p> <p>Current access for COVID has improved this issue. Review what changes can be kept when staggered timetables are lifted.</p> <p>Monitor access points and work out which gates are most useful in keeping flow of people moving and safe.</p>	<p>VL</p> <p>DM</p> <p>VL/DM</p>	<p>SUM 2021</p> <p>ongoing</p> <p>SUM 2021? (end of staggered arrangements)</p>	<p>Improved sign posting to appropriate disabled access (office ramp) from the back playground is put in place.</p> <p>Disabled toilet is fully functional and checked regularly</p> <p>Congestion at the end of the day is eased. More access points are used (as during COVID for social distancing)</p>

<p>Improve the delivery of information to pupils/parents with a disability or other accessibility issue</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Clear signs around school</li> <li>• Large print resources where required</li> <li>• Pictorial or symbolic representations (eg visual timetables)</li> <li>• Provide e-communication in formats which can be read using smart phone screen reading tool.</li> </ul>	<p>Communication home is accessible to more families</p>	<p>Letters sent home via email to be translated for key groups to improve accessibility of information for those families where English is not spoken fluently.</p> <p>Help offered to any parent with reading issue to use app on phone to read communication aloud</p>	<p>All CTs KP to oversee</p>	<p>AUT 2020-</p>	<p>Letters are sent by email translated into the key languages within school</p> <p>Parents are made aware of the 'speak' function on smart phones which can read text aloud.</p>
<p>Improve medical provision in school for those children with medical disabilities (eg diabetes)</p>	<p>Our school makes it possible for children with medical needs to administer medication safely at approved times during the day.</p>	<p>Annually - ensure all office staff are trained in and aware of procedures for any child needing to administer medicines and how records will be kept of this. Display in office.</p> <p>Ensure IHPs are completed for any pupils with medical needs</p>	<p>Provide training for new member of staff in delivering medical plans effectively.</p>		<p>AUT 2020 onwards</p>	<p>Medical conditions are managed effectively and staff awareness is raised</p>

#### 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Beulah Junior School Governing Body

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

