Beamont Primary School

Accessibility Audit and

Plan 2026 – 2028

Policy Responsibilities and Review

Policy type:	School
Guidance:	This document meets the requirements of: • Schedule 10 of the Equality Act 2010 • Department for Education (DfE) guidance for schools on the Equality Act 2010 • Special Educational Needs and Disability (SEND) Code of Practice
Related policies:	• Health and Safety Policy • SEND Policy
Review frequency:	3 years
Committee responsible:	Local Governing Committee
Chair signature:	Jan Bacon
Changes in latest version:	n/a

Contents

Accessibility Audit and Plan 2022-2024

Aims

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

Beamont Primary school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers 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, celebrating diversity and inclusion through our teaching, modelling, curriculum and interaction with our school community and wider connections. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We value the partnership between home and school and the importance of developing and working closely with all available external professionals and services. This plan will be made available online on the school website, and paper copies are available upon request.

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. Beamont Community Primary School is a relatively old building built over two floors and has changes in levels, steps and stairs. The school will take all reasonable measures to ensure access. However, financial, practical and design constraints do apply.

This Audit and Plan covers all three main strands of the planning duty:

Physical access – improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way finding systems.

Physical aids to access education cover things such as electronic equipment, enlarged screens or keyboards, switches, specialist desks and chairs and

portable aids for children with motor coordination and poor hand/eye skills such as specialist pens and pencils.

Learning Access – increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.
Many adjustments made to support the access to education and intervention will be dependent on individual needs.

Access to information – improving the delivery of information to students with disabilities.

Any students requiring additional support are clearly identified on entry to Beamont Community Primary School and throughout their career. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

1. 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. 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'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. 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.

2. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Aim: 1. Increase access to the curriculum for pupils with a Disability. 1:1 Quality Assurance Learning and Teaching 1:2 School council to have input for pupil voice	Our school offers an inclusive curriculum for all our pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a special educational needs or disability. Termly 'Individual Education Plans' are created with the SENCo and teaching staff for those children with additional needs to help set differentiated targets and to help monitor progress. All interventions are research based and of high quality. They are monitored termly and assessed by the teaching staff and SENCo. We use a range of technology to	To ensure that all lessons continue to be inclusive for all learners. To ensure that Individual Education Plans are reviewed termly and SMART targets are set by teaching staff. To continue to train staff to run a range of high quality interventions. To develop the use of technology to support independence in all classrooms. To increase the use of visuals and ensure that our classrooms are communication friendly (including using strategies	SLT monitoring through learning walks, book looks and Planning for Progress and Provision meetings (PP meetings). Staff training on using technologies including iPads. Staff training through weekly staff meetings and outside agency support. Targeted training in areas of need and for specific children. Embed the use of technology (Communication in Print) to support learning and access to the curriculum in the classroom. Environmental audits	**SLT** **SENCO** **Curriculum leaders where needed**	**Termly**	Feedback from observations and PP meetings show that children with barriers to learning are making progress from their starting points. Teaching teams are confident about how technology can aid independence and support progress in the classroom. Visual timetables actively used in all classes, visuals used in all lessons to support understanding. Teaching teams are knowledgeable about SEND and medical needs and have a range of strategies to support children with barriers to learning.

enable learners to become increasingly more independent to access their learning within the classroom.

We encourage the use of visuals and concrete objects in all our learning to support all individual learning needs.

Thought is given to the needs of a class when setting up a classroom for the year, for example additional space for movement, workstations and to support those children with a visual or hearing impairment.

The curriculum is regularly reviewed to ensure it meets the needs of all pupils.

We seek advice from specialist agencies such as Occupational Therapy, Speech and Language Therapy, Sensory Support Team and Educational Psychology.

Visits and visitors are planned around the individual needs of the class.

Medical conditions are well managed within classroom teams, by the senior leadership team and by all lunch time staff. | developed by the Speech and Language therapist).

To continue to monitor the whole school environment to ensure that it meets the needs of all children.

To continue to provide support from outside agencies to our pupils, parents/carers, teachers and support staff.

To ensure training in SEND and managing children's medical needs continues to have a high profile across the school.

Through termly school council meetings SLT will be able to gain pupil voice on a range of school issues using the school council platform. | completed throughout the year to highlight any improvements/adjustments that would make them more accessible for all pupils.

School team to have up to date training on managing medicines in school and Safer Handling Training.

Key questions to be set termly by members of the SLT to raise during school council meetings. Termly meetings will be held by SLT to ensure that all votes and suggestions made by pupils will be discussed and actions agreed. | | **Team Teach training Sep 2021** | Behaviour is managed in a safe way using Positive Handling techniques which have been taught to all staff.

Changes will take place around the school based on pupil voice and whole school decisions will involve pupil voice. |

	Regular training is provided for all teaching and support staff about barriers to learning and effective ways to support additional learning and medical needs. All year groups have access to the 'Smart school council' program to help promote pupil voice across the whole school.					
Aim 2: Improve and maintain access to the physical learning environment in school and the wider environment. 2:1. Audit/ Inspection of the physical learning environment 2:2 Plan and QA actions for improvement	Beamont primary school has two floors. There is a lift accessible to support those with mobility difficulties to access the second floor at the first stair case. There are two play grounds an Early years and KS1 playground and a KS2 playground. Both play grounds are wheel chair accessible. The school's main entrance is sloped to support those with a physical disability, in a wheelchair or walker to access the school office and ground floor. We keep all areas of the school free from clutter and obstructions. Where a child or adult's short or long terms needs are such that they are unable to safely access the environment at Beamont, thought will be given to which classroom/room best suits the needs for that person or child.	To reduce the probability of accidents in the Playground. To reduce the possibility of tripping or slipping when leaving doors/on stairs. To ensure classrooms and environment continue to be safe and accessible to all learners and particularly those with VI. All accessible toilets are alarmed. To ensure classrooms and environment continue to be safe and accessible to all learners and particularly those with VI.	To continue to paint high visibility yellow lines on the edge of uneven entrance/exit points Add visual markers on all staircases to support children/adults with VI. Review distress alarm for accessible toilet on the top floor. Review classroom layout to ensure clear classroom pathways are created and free from trip hazards. Evacuation chair training and maintenance reviewed in light of needs of staff and children. Individual risk assessments	**Maintenance team** **Maintenance team** **SENCO/ Maintenance team** **SENCo** **SLT** **Maintenance**	**OCT 2021** **SEP 2021** **Termly** **Sep 2021** **Jan 2022**	Injuries and accidents are reduced. All accessible toilets are alarmed and linked. All classrooms and learning environments are easily accessible and reflect the needs of all children/adults in the class. Injuries and accidents are reduced. Shower usage reflects the additional and or medical needs of the children/adults in the school. Evacuation chair can be included as part of a PEEP for a child or adult. Children with additional needs access all enrichment activities with

An alternative placement may be sought at one of our partner schools if their environment is more accessible. Our accessible toilets are located close to the school office, by the library, on the second floor and in the reception classrooms. All resources in the classrooms are at a height accessible to wheelchair users. . Thought is given to the needs of a class when setting up a classroom for the year, for example additional space for movement and workstations. A shower is available for any child/staff member that requires it. The playground is regularly monitored and assessed. It is well maintained and upgraded to reduce the number of potholes and uneven areas. Staff with medical needs or a registered disability are able to apply for a parking permit to enable them to access the building quickly and easily. All staff and/or children with short	All children who soil themselves or are unwell are able to access a shower if necessary. To ensure that PEEPs meet the needs of all children / staff that requires them. To ensure, that all children are included in school visits and any enrichment activities.	School to develop a lock down procedure for the whole school. Playground flooring is uneven and has mixed materials as flooring that can cause it to be uneven. This needs to be assessed. The Mugga has sunken and due to this, water builds up and new flooring needs to be considered. Maintenance needs to be kept with the gardening around the playground to remove nettles and thorns. Behind the Pagoda needs tidying and ensuring it is safe.	**team** Maintenance team Warrington Borough council/ maintenance team Maintenance team	**Jan 2022** **2022** Termly Oct 2022	reasonable adjustments. There are clear procedures in school for fire alarms and a lock down evacuation procedure.

or long term accessibility difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed. Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For Educational visits, an individual risk assessment outlining adjustments and staffing (if required) is drawn up and agreed with parents/carers.						

Aim 3: Ensure all communication is accessible to all children and adults	Information and newsletters are easily translated via a link on the website. Visuals are widely used in all classrooms. The software 'Communication in print' is available to all staff to use as an additional form of communication and related training provided. Dictation Dragon and Google translate is used widely to support those learners who have difficulty recording their ideas or writing. Translators to assist with conversations/meetings is used regularly.	To raise the achievement of children who are in the early stages of English language acquisition or have had limited exposure to language and vocabulary. To continue to develop and extend resources to support those learners who are in the early stages of English language acquisition or have had limited exposure to language and vocabulary.	Training and access to resources for staff on language rich classrooms, early language development and children with English as an additional language and support from external professionals such as SALT. Immersion and opportunities for children to be exposed to high quality language and models of good language. Ensure resources meet the needs of children who are in the early stages of	**SENCo** **SLT** **Subject leaders where appropriate.**	**On-going**	Improved outcomes for children in English particularly at the higher levels is evident. Teachers and school staff feel confident to support children/adults in early language development. Resources meet the needs of our children and families. Families and our community feel included, recognised and enabled by the school.

| | | Classroom resources are well labelled, using visuals, appropriate font, size and colours and reflect the needs of the class.

Resources reflect the individual needs of the child and will be sourced in line with guidance.

Bilingual books are provided in the classrooms/ library to support the learning of English alongside the child's mother tongue.

Bilingual signs and labels are also provided in the classroom to support those children who are new to English and to orientate children who are new to the school/country. | To ensure that classroom resources are personalised and meet the needs of those children who require them.

Children settle quickly into school and achieve well based on their starting points | English language acquisition or have had limited exposure to language and vocabulary.

Induction and good transition plan. School actively promotes and celebrates the language, culture and background of the child so that they feel valued and accepted. | | | |
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ITEM	ISSUE	YES	NO	N/A	ACTION PLAN
1	Is furniture and equipment selected, adjusted and located appropriately?	x			
2	Are pathways and routes logical and well signed?	x			Ensure that all pathways are easily accessible for staff, parents and children with a visual impairment.
3	Do you have emergency and evacuation procedures to alert all students?	x			We are working on developing a lock down procedure. There are clear procedures in school for fire alarms. All staff and/or children with shorter long term accessibility difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed. Evacuation chair training and maintenance reviewed termly in light of needs of staff and children.
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	x			Further support is being sought from OT and physio team to support those children with medical needs .
5	Do furniture layouts within the classroom allow easy movement for students with disabilities?	x			This needs to be reviewed yearly based on the needs within the classroom.
6	Are quiet rooms/calming rooms available to children who need this facility?			x	Further development is needed. Sunshine room and current medical rooms to be made into a calming/ sensory space.
7	Are car parking spaces reserved for disabled people near the main entrance?	X			
8	Are there any barriers to easy movement around the site and to the main entrance?		X		
9	Are steps needed for access to the main entrance?		x		There are steps, however there is also a ramp entrance.
10	Do all those steps have contrasting edging?		x		Work is being implemented to provide contrasting colours on the edge of all steps to support children and adults with a VI.
11	If there are steps, is a ramp provided to access the main entrance?	X			
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	x			
13	Is it possible for a wheelchair user to get through the principal door unaided?		x		Doors do not stay open without support. A person is needed to ensure the doors are kept open.

No.	Question	Yes	No		Comments
14	If no, is an alternative wheelchair accessible entrance provided?		x		At the back of the school there is an alternative wheelchair accessible entrance.
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	x			Automatic doors at the entrance.
16	Do all internal doors allow a wheelchair user to get through unaided?		x		Some assistance with opening doors may be required. Wheelchair users would need to be accompanied.
17	Do all the corridors have a clear, unobstructed width of 1.2m?		x		This needs to be reviewed termly to ensure there are no obstructions.
18	Does each corridor/block/building have a wheelchair accessible toilet?		x		
19	Does the relevant block have accessible changing rooms/shower facilities?		x		One toilet also has shower facilities and changing facilities (upstairs corridor). This is accessible to everyone using the lift.
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?		x		Work is being implemented to provide contrasting colours on the edge of all steps to support children and adults with a VI.
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?	X			
22	Is there a continuous handrail on each internal stair flight and landing?	x			
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.	x			Platform lift alongside small flight of internal stairs. Key operated by another operator separate to user.
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	x			Would need support. EVAC chairs provided on the top floor.

25	Are non-visual guides used to assist people to use the buildings?		X		N/A -Would require specific risk assessment based on individual need.
26	Could any of the décor be confusing or disorientating for students with disabilities?		x		Risk assessments and adjustments are made based on individual needs by the SENCo.
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	x			Any hearing impaired children and adults are accompanied and would be visually notified if the alarm was raised. We have flashing light that goes off when the alarms are on.
28	Is a hearing induction loop available (either fixed or portable) in the school?		x		N/A-Would require specific risk assessment based on individual need.

3. Learning access and audit

ITEM	ISSUE	YES	NO	N/A	ACTION PLAN
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	x			Training is reviewed annually. Staff are informed and supported to manage individual needs.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	x			Support is given by a range of outside services. Support staff and teachers are trained regarding all the medical needs within their classroom.
3	Do all staff seek to remove all barriers to learning and participation?	x			SENCo works closely with all staff to ensure that any learning barriers are removed in the classroom and to support participation within the classroom.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?				Classroom resources are well labelled, using visuals, appropriate font, size and colours and reflect the needs of the class. Resources reflect the individual needs of the child and will be sourced in line with guidance. The curriculum is reviewed to ensure it meets the needs of all pupils. The SENCo works closely with curriculum leaders to ensure work is differentiated appropriately.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	x			All students participate in PE and music lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	x			All staff work closely with the SENCo to complete individual risk assessments for children with medical needs. Lessons, events and school trips will be adapted where possible to meet individual needs.

7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	x			Staff work closely with the SENCo to complete IEPs to support those children with an SEND to make progress in all areas of their learning. These IEPs are updated termly and reviewed by teachers and parents.
8	Are all staff encouraged to recognise and allow for the additional time required by some students	x			Additional time is given in all test and exams based on individual needs and professional advice. Where needed tests
	with disabilities to use equipment in practical work?				can be adapted e.g. changing the colour of the paper. Based on professional advice equipment can be provided.
9	Do you provide access to appropriate technology for those with disabilities?	x			Specific assessments to be carried out based on individual needs. IPad, computers and laptops available within the classroom to support learning where needed.

4. Information access and audit plan

ITEM	ISSUE	YES	NO	N/A	ACTION PLAN
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?			x	Would require specific assessments based on individual need.
2	Do you have the facilities such as IT to produce written information in different formats?		x		N/A- Would require specific assessments based on individual need.
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X			We provide parents with online platforms to help them access newsletters and parent letters. We work with outside agencies that offer support to our families with hearing impairments to communicate letters and important information. However, More support is needed for this. The SENCo has access to the 'Communication in Print' program which provides visual aids but further support would be needed to support families who have a visual impairment or hearing impairment.