Accessibility Plan 2019-22 Beech Hyde Primary School and Nursery

Approved Date: September 2019

Review date: September 2022

Ratified by Full Governing Body Meeting 04.12.19

Beech Hyde Primary school and Nursery values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for each child.

We pride ourselves in creating a stimulating environment that helps our children to progress academically, socially, emotionally and physically to their maximum potential.

Aims of the Accessibility Plan (as outlined in the SEND Code of Practice)
Beech Hyde will increase access for all disabled pupils to:
- The curriculum
- The physical environment
- Information

Definition of Disability
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in*
- *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (SEND Code of Practice)*

Contextual information
Beech Hyde is a one form entry school situated in the heart of Wheathampstead village and contained within a secure fenced site.
The building opened in 1971 and consists of a Nursery and Reception class within the EYFS, two KS1 classrooms and four KS2 classrooms. The nursery is in a neighbouring building, on the same site and there is a mobile classroom.
All rooms are wheelchair accessible from the inside and all but one room from the outside.
There are no internal steps or stairs.
There are three disabled toilets, one in the main building, one in the mobile and one in the nursery.
The playground is on one level and there are slopes to the field.
There are two disabled spaces in the staff car park which is only accessible via a coded barrier entrance

Current range of known disabilities
Moderate and specific learning disabilities, hearing impairment.

Accessibility Plan   September 2019 – September 2022

This Plan is produced in accordance with the Equality Act 2010: Schedule 10. Paragraph 3 and Disability Discrimination Regulations

Beech Hyde will increase access for all disabled pupils to:
1. The curriculum

Target	Actions	When?	Person responsible	Success criteria	Source of evidence
Increase access to Quality First Teaching and inclusion in all areas of the curriculum for all vulnerable groups	Identify barriers to learning for vulnerable children	At the beginning of each year and then on going	SLT, INCO, CT & LSA	Barriers to learning identified and included in • one page profile • provision map • My Support Plan Signed as being shared with parents/guardians Information shared with all staff Children using visual prompts & developing independence Children make at least expected progress	Use of • One page profile • Provision map • My support Plan Learning walks, observations Discussion with Class teacher Progress data
	Disseminate information on barriers to learning, to all staff on the specific vulnerable children				
	Identify targeted interventions for vulnerable children				
	Develop consistency of displays, visual prompts, (a visual timetable, vocabulary, modelled activities, etc) and exercise books, across all classrooms				
	INCO to liaise with outside Agencies when appropriate		INCO	All areas of expertise are used to enhance pupils' learning	
Increase confidence of all staff to effectively differentiation where appropriate, for vulnerable groups	CPD of best practice through staff meetings	Autumn term and then ongoing	SLT, INCO	Raised staff confidence Clear differentiations visible Pupil participation increased Children make at least expected progress	Monitoring of • Planning • books • Classroom observations Progress data
To continue to develop a	Children identified by class	Autumn term and	SLT, INCO,		Monitoring of:

culture of support for children with emotional and well-being needs.	teacher, supported by INCO	then ongoing	CT & LSA	Children show improvement in their emotional intelligence and well-being and	• Provision map • My Support Plans Register of groups/therapies attended
	Children identified on the class provision map and supported in class by class teacher				
	Where appropriate children allocated to a nurture group or 'therapy' session			Children make at least expected progress	Observations, discussions with class teacher Progress data
	Where appropriate external therapy/counselling to be sort				
	Training for staff on emotional, social and well-being needs.			All staff attending: • 'Hertfordshire steps' • Zones of Regulation	
To continue to develop a culture of support for children with emotional, social, communication and behavioural difficulties	Refresher training of 'Hertfordshire steps'	Autumn term and then ongoing	SLT, INCO, CT, LSA/TAs	Fewer incidents of disruptive and anti-social behaviour	
	Consistent use of 'Hertfordshire steps' therapeutic approach to dealing with 'anti-social' behaviour				Analysis of • Attendance data • behaviour data • Progress data
				All children work with their peers in the classroom	
	To complete the 'paper trail' for 'one to one' children			Children make at least expected progress	
	Zones of Regulation training for all staff				
	Phased introduction of zones of regulation strategies to children via: assemblies, PSHCE lessons, bespoke class activities, homework, information evenings, etc.				

2. The physical environment

Target	Actions	When?	Person responsible	Success criteria	Source of evidence
To be aware of the access needs of all stakeholders: children, staff, governors, parents/guardians and visitors	To include access plans on one page profiles	Autumn term and then ongoing	SLT, INCO, CT	All stakeholders have equal access to all areas of the school for all events	Conversations with CT that all families/guardians have attended meetings/events that they would be expected to attend
	One page profiles to be shared with all staff & access needs highlighted				
	Staff will receive appropriate training to fulfil the needs of all/any pupils in the school			Needs are met of any children new to the school .	
	Annual reminder to parents/guardians through newsletter to let us know if they have any issues regarding access to the school				
To make every classroom accessible for wheel chair users from the inside and outside	Source ramp for Reception class external door entrance	Now and on going	SLT, INCO & SM	School will be completely accessible to all stake holders at all times	Site walks
	Site Manager (site Manager) to check regularly that all areas of the school are accessible for all stakeholders				

3. Information

Target	Actions	When?	Person responsible	Success criteria	Source of evidence
To ensure all stakeholders: children, staff, governors, parents/guardians and visitors have access to all information	Identify possible barriers to receiving or accessing information	As required	SLT, CT, Admin Staff	Admin staff to maintain register of families that need alternative formats of information and communications	Register of alternative formats of communication
	Written information will be provided in alternative formats where appropriate			Written information will be provided in alternative formats as necessary	
Class teachers to meet termly with children on the SEND register	Termly meetings • Individual • Learning reviews	Termly	CT, SLT, INCO	Parents/guardians will be informed of their child targets and progress	Record of meetings held
To make alternative arrangements for parents/guardians who are unable to attend school meetings or events because of their disability	Make an alternative arrangement	As required		Parents/guardians meet with class teachers	Parents/guardians are informed of children's progress