

2022-2025 Accessibility Plan

In addition to the aims of improvement outlined in the Trust's Accessibility Plan, Beechwood C E Primary School will aim to:

Trust Priority One: Increasing the extent to which pupils with disabilities can participate equally across all aspects of the curriculum					
Objective	Specific Actions	Responsibility	Desired Impact	Timescale	Evidence
Training for teachers on adaptive teaching strategies within the curriculum.	<ul style="list-style-type: none"> Undertake an audit of staff training requirements. Carry out learning walks and review quality of adaptive teaching strategies. Deliver CPD on adaptive teaching strategies, linking to the Code of Practice. 	SENDCo.	<p>All children to be able to access all aspects of the curriculum, regardless of need.</p> <p>Teaching team to be fully equipped to meet the needs of the pupils in their class, with regards to accessing the curriculum.</p>		
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	<ul style="list-style-type: none"> Review of staff skills in meeting different difficulties and/ or disabilities. Implement communication tools where necessary - Simplified language, signing, pictures, symbols, photographs, visual timetables, task management boards. Makaton training for staff as needed 	Teachers, TAs, SENDCo.	Curriculum is fully accessible for all pupils.		
To provide specialist equipment to promote participation in learning by all pupils.	<ul style="list-style-type: none"> Review need for specialist equipment with parents/ carers and relevant medical professionals. Liaise with specialist services (PIMIS, HIS, VIS) to ensure appropriate equipment is available. 	SENDCo	Children are able to participate fully in daily school life as independently as possible.		

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Audit of pupil needs and staff training to meet those needs.	<ul style="list-style-type: none"> Review specific needs of all pupils. Review training requirements as identified by staff, in terms of meeting the needs of the children in their class. Liaise with external agencies to identify specific training required to meet individual needs. 	SENDCo.	<p>Shared identification of pupil needs.</p> <p>Skillset of staff allows for needs of individual children to be met.</p>		
All extra-curricular and out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	<ul style="list-style-type: none"> Liaise with extra-curricular activity providers and/ or out-of-school organisations to ensure accessibility for all. Individual risk assessment to be created, where necessary, to ensure the needs of individual pupils can be met when outside of school. Activities identified should account for the needs of the children in the class. 	Teachers, SENDCo.	<p>Outdoor activities are inclusive of the needs of the children in the school.</p> <p>Increase in access to all activities for all pupils.</p>		
Trust Priority Two: Improve the physical environment, both internal and external so that pupils with disabilities can take advantage of the full range of educational and associated opportunities and experiences.					
Classrooms are organised to promote the participation and independence of all pupils.	<ul style="list-style-type: none"> Implementation of environment non-negotiables check list. Environment learning walks. Collaboration with external agencies and/or SENDCo to ensure appropriate resources are in place to meet the needs of the children and promote independence. 	SENDCo, SLT, H&S Lead.	<p>Learning environments are inclusive and prioritise learning for all children.</p> <p>Resources are in place for all pupils so they can fully access the curriculum content.</p>		
Review of classroom furniture for appropriateness	<ul style="list-style-type: none"> Environmental audits to be carried out for rooms including Rainbow Room and Creative Room 	Site manager, Headteacher, Estates Manager	Learning environments are inclusive and prioritise learning for all children.		

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of size and accessibility	<ul style="list-style-type: none"> Health and safety checklists to be completed. 				
Ensure a Total Communication Friendly approach is adopted in all classroom settings and learning areas around school.	<ul style="list-style-type: none"> Environmental audits to be carried out. Use of objects of reference/ widgit symbols/ photographs to be embedded in classroom practice. Use of visual timetables/ now and next board. Vocabulary to be prominent within the learning environment. WellComm to be embedded 	SLT, SENDCo, SALT, IEYS	<p>Learning environments are inclusive and prioritise learning for all children.</p> <p>Appropriate resources are used to support verbal communication in all areas of school.</p>		
Ensure all surfaces are accessible and safe	<ul style="list-style-type: none"> Carpark requires patch repairs undertaking <ul style="list-style-type: none"> Ramps in good repair with textured concrete finish Gradient markings to be repainted yellow paint to they are clear 	Site manager	Accessibility ramps are clearly demarcated for all users.		
Ensure steps across school are easily identified	<ul style="list-style-type: none"> Tactile warning notices to be placed at bottom and top of all staircases 	Trust, Site Manager	Staircases around school are easily identified.		
Ensure changing and shower facilities are clear	<ul style="list-style-type: none"> All items from shower area to be removed/minimised Shower seat to be fitted Shower curtain to be fitted Install a raised changing station if needed 	SLT/Site manager	Shower and changing facilities are available for pupils		
Trust Priority Three: Improve provision of information available to pupils with disabilities and parents/ carers in ways that are fully accessible to them and meet their particular needs.					

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To ensure that parents who are unable to attend school or participate in meetings because of a disability, can access events	<ul style="list-style-type: none"> Alternative methods of communication to be agreed between school and parents/ carers. Seek support from outside agencies as needed 	SLT & SENDCo.	<p>Parents are informed of children's progress.</p> <p>Parents can attend events by being offered appropriate support</p>		
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	<ul style="list-style-type: none"> Review current format options. Liaison with Trust ICT team about other formatting options available for access. Consider the use of voice recording for statutory documents e.g. SEND information report. 	SENDCo, SLT, Office & Trust ICT team.	Parents will be able to access relevant information in a format that is appropriate for their need.		
Trust Priority Four: To work more effectively in partnership with parents to support and remove barriers to learning for pupils with disabilities.					
Ensure parent contributions are incorporated into planned provision for pupils with SEND.	<ul style="list-style-type: none"> Parents to be invited to any review meetings. Opportunities for parent workshops that focus on SEND support. Parent voice to be captured, especially with IEP/ EHCP review meetings. Parents to be signposted to Local Offer/ SEND Support networks in Local Authority. 	SENDCo and Pastoral Lead	<p>Parents are involved in provision planning meetings for their child. They understand what support is in place for their child and the impact it has on pupil progress.</p> <p>Parents understand the pathways in place to</p>		

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		<p>identified SEND and support requests for EHCPs.</p> <p>Parents are signposted to appropriate support services.</p>		
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