



## GREENWOOD DALE FOUNDATION TRUST

### ACCESSIBILITY PLAN-BEACON PRIMARY ACADEMY

1. This Accessibility Plan has been drawn up in consultation with all stakeholders and covers the period from September 2016 – September 2019.
2. We are committed to providing a fully accessible environment which values and includes all students, staff, parents 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 developing a culture of awareness, tolerance and inclusion.
3. Greenwood Academies Trust plans, over time, to improve the accessibility of provision for all students, staff and visitors. Individual Accessibility Plans are produced for each Academy and contain relevant actions to:
  - Improve access to the **physical environment** of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
  - Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist **aids and equipment**, which may assist disabled students in accessing the curriculum.
  - Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. This will include hand-outs, time-tables, textbooks and information about the Academy and its events.
4. The following action plans relate to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis. New action plans will be produced every three years.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff, trustees and Advisory Councillors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:
  - Academy Improvement Plans

- Asset Management Plan
- Admissions Policy
- Anti-Bullying Policy
- Communications with Parents and Carers Policy
- Equality for Pupils Policy
- Health and Safety Policy
- Health & Safety of Pupils on Educational Visits
- Medical Treatment of Pupils Procedure
- Promoting Pupil Welfare Policy
- Pupil Behaviour and Exclusions Policy
- SEN and Disability Policy
- Sex and Relationship Education Policy

7. The Action Plan for physical accessibility relates to the Access Audit of the Academy, which is undertaken regularly by the Health & Safety Team. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for the GAT Finance and General Purposes (F&GP) and Advisory Council committees will contain an item on 'having regard to matters relating to Access'.
9. The Academy's Complaints Procedure covers the Accessibility Plan.
10. Information about our Accessibility Plan will be published in each Academy's Annual Report to Parents (statutory).
11. The Plan will be monitored through the Academy Advisory Council. Each Council will produce a termly report on progress against the plan for the GAT Finance and General Purposes and Advisory Council committees.
12. The Academy will work in partnership with all stakeholders in developing and implementing this plan.
13. The Plan will be monitored by Ofsted as part of their inspection cycle.

## Improving the Physical Access to Beacon Primary Academy

An Access Audit was carried out by a representative from GAT Health and Safety Department in 2015.

Ref No.	Building	Findings	Item	Activity	Timescale	Cost £
1	Main building (access) – all entrances Main building (emergency and evacuation systems)	Full access via all entrances to all of the main building. Ramps are in place where required, doorways are widened and the main entrance fully automated. Alarms have both visual and auditory components. Additionally, systems ensure that all persons on site are accounted for by designated persons.	None	Meets DDA requirements	None	Nil no work required
2	Toilet facilities	There is a fully accessible toilet for wheelchair users. It is fitted with grab handles, a low level washbasin and driers and raised WC. The fire alarm has a sounder beacon.	None	Meets DDA requirements	None	Nil no work required
3	Décor and signage in the building	Signs are suitably sized, in clear font and at the correct height for wheelchair users. There are changes in surfacing materials and colour of décor is chosen to provide suitable contrast for people with visual impairments.	None	Meets DDA requirements	None	Nil, no work required
4	Arrangements to meet the inclusion and needs of people with hearing impairments	Rooms are designed to promote good acoustics using materials to absorb unnecessary noise. Equipment used makes use of the latest technology and is as quiet as possible.	None	Meets DDA requirements	None	Nil, no work required
5	Hygiene suite	Fully accessible.	None	Meets DDA requirements	None	Nil
6	Disabled parking	Designated spaces are in place.	None	Meets DDA requirements	January 2017	Nil, no work required

## Improving Curriculum Access at Beacon Primary Academy

All Greenwood Trust Academies have in place a variety of access arrangements (see 'Disability Access Provision' Page 6/7 below)

### Equal Opportunities practices should be evident in

- the formal curriculum (the programme of lessons);
- the informal curriculum (extra-curricular activities);
- the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).

Access Report Ref.	Item	Activity	Timescale	Cost £
1	Access to written information for pupils with dyslexia.	Install the 'Virtual Ruler' to Academy network so that it is accessible by all students and staff and can be overlaid on any programme. Continue to implement Quality First Teaching dyslexia friendly strategies and recommendations made by the Specialist Teaching Team.	July 2017	£99.00
2	Access to written information for pupils with dyslexia, pupils with ASD and moderate learning difficulties and pupils with English as an Additional Language.	Review current provision for these named groups of pupils. Ensure printed materials can be accessed by peer support, additional adult support and differentiation by task within lessons.	March 2017	Nil
3	Access to alternative methods of recording for pupils with identified additional needs where appropriate.	Ensure alternative methods of recording are available (e.g. recording using mind maps, pictures, use of IT, specific IT programmes as required) or peer/adult scribing.	March 2017	Dependent on recommended resources as required.
4	Ensure CPD Training Plan covers the full range of disabilities represented in the Academy.	Provide training sessions for all appropriate staff as required.	July 2018	Dependent on cost of specific training courses.
5	Optimise access to all Academy trips and extra-curricular activities for all disabled pupils.	Review all out-of-Academy provision to ensure compliance with legislation. All out-of-Academy activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	July 2018	Staff time (meetings with Martin Waring / OVC's in school and activity facilitators)

**Improving the Delivery of Written Information at Beacon Primary Academy**

<b>Access Report Ref.</b>	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost £</b>
1	Improve access to all written information for pupils and parents/carers with EAL.	Brochures/newsletters/Academy website are checked for accessibility at an appropriate level of literacy. A translator is provided where necessary for meetings etc. for families with EAL.	Sept. 2017	
2	Improve access to all written information for parents/carers with Learning Difficulties.	Brochures/newsletters/school website are checked for accessibility at an appropriate level of literacy. Information is communicated verbally too.	Sept. 2017	
3	Ensure access to curriculum texts for students with visual impairment.	Review curriculum materials and visual aids i.e. distance camera and adjust provision accordingly. Seek advice from Sensory Impaired Service and services provided by RNIB.	As required in response to individual needs.	
4	Improve access to all written information for pupils and parents/carers with visual impairment.	Review documentation with a view of ensuring accessibility for students with visual impairment Seek advice from Sensory Impaired Service on alternative formats and use of IT software to produce customized materials.	Sept. 2018	
4	Improve access to all written information for students with communication difficulties e.g. those with ASD, pupils with speech and language difficulties.	Explore software for generating visual timetables etc e.g. WIDGET.	Sept. 2018	

### **Disability Access Provisions**

All students with Disabilities attending academies sponsored by the Greenwood Academies Trust will be appropriately supported to access the full curriculum offered to all mainstream pupils. The Access Arrangement will be named on the Whole Academy or Individual Provision Map. The following table records the range of support available according to individual needs.

Code	Disability Description/ Problem	Access 1 mentor	Access 2 classroom support	Access 3 buddy	Access 4 transition programme	Access 5 reader	Access 6 writer	Access 7 physical aid	Access 8 coloured overlay/ ruler	Access 9 virtual ruler	Access 10 curriculum differentiation	Access 11 small group	Access 12 desk location
AUT	ASD/Asperger's	√	√	√	√	√	√		√	√	√	√	√
BEH	Behaviour	√	√	√	√				√	√	√	√	√
COMM	Communication	√	√	√	√	√	√		√	√	√	√	√
CON	Consciousness	√	√	√	√				√	√		√	√
DDA	Palliative care	√	√	√	√	√	√	appropriate seating etc			√	√	√
EAT	Eating & drinking	√		√	√							√	
HAND	Hand function	√	√	√	√		√	hand support			√	√	
HEAR	Hearing	√	√	√	√			hearing aid/ radio mic.			√	√	√
INC	Incontinence	√	√					spare clothing				√	√
LD	Learning	√	√	√		√	√		√	√	√	√	√
MED	Medication	√										√	
MOB	Mobility	√	√	√	√		√	appropriate aids e.g. standing frame			√	√	√
OTH	Other Disability/ health problem	√	√	√	√	√	√				√	√	√
PC	Personal care	√	√		√							√	√
VIS	Vision	√	√	√	√	√	√	Distance camera/ magnified screen	√	√	√	√	√

**Disability Access Provisions contd.**

Code	Disability Description/ Problem	Access 13 classroom pass	Access 14 staff training	Access 15 1-1 programme	Access 16 External Agency planning/advice	Access17 break club	Access 18 lunch club	Access 19 mealttime support	Access 20 administered meds	Access 21 Restoratative Counselling	Access 22 extended opportunities	Access 23 Physical Access
AUT	ASD/Asperger's	√	√	√	√	√	√	√	√	√	√	
BEH	Behaviour	√	√	√	√	√	√	√	√	√	√	
COMM	Communication		√	√	√	√	√	√		√	√	
CON	Consciousness	√	√	√	√	√	√	√	√		√	
DDA	Palliative care	√	√	√	√	√	√	√	√		√	
EAT	Eating & drinking	√	√	√	√	√	√	√	√		√	
HAND	Hand function		√	√	√			√			√	
HEAR	Hearing		√	√	√	√	√				√	Visual signals to augment audible signals
INC	Incontinence	√	√	√	√			√	√		√	Accessible Toilets
LD	Learning		√	√	√	√	√	√		√	√	
MED	Medication	√	√	√	√	√	√	√	√		√	
MOB	Mobility	√	√	√	√	√	√	√			√	Ramps, lifts, chair lifts As appropriate
OTH	Other Disability/ health problem	√	√	√	√	√	√	√	√	√	√	
PC	Personal care	√	√	√	√	√	√	√		√	√	Accessible Toilet, Medical Room
VIS	Vision		√	√	√	√	√	√			√	

Updated September 2016