Beech Grove Primary School
Accessibility Policy

Engage, Enrich, Excel

Approved by the governing body on: March 2025
Signed Headteacher:
Signed Chair of Governors:
Reviewed: March 2025
Next review date: March 2028

Purpose

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in all areas of life including education. It is unlawful for a school to treat disabled people unfavourably.

Under this Act a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination arising from a disability and harassment. The Act contains further guidance on the meanings of these definitions.

In addition, the Special Educational Needs and Disabilities (SEND) Code of Practice (January 2015) gives practical guidance on how to identify and assess children with Special Educational Needs. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Beech Grove Primary School comprises a main single storey block with a separate 2 storey block. The sloping nature of the site means there are a number of internal steps. Whilst the Equality Act does not require schools to change their premises, it does require long-term plans to be made for improving access to the premises. Recent additions to the school site include a ramp to access EYFS (2022) and a new main entrance to the school (2024). If there are additional accessibility difficulties for a specific pupil, schools can apply for additional funding through the Schools Access Initiative. https://www.somerset.gov.uk/children-families-and-education/school-life/somersets-accessibility-strategy-and-schools-access-initiative/

Beech Grove Primary School is committed to providing all children with every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents/carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

The staff at Beech Grove Primary School value pupils of different abilities. The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by :

- setting suitable learning challenges
- responding to children's diverse learning needs by using Somerset Graduated Response Tool:https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response-tool/
- overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of Information Technology (IT) and visual aids, ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs, Forest School and special events; sports days, visits to story tellers, enrichment weeks.
- When planning their work, the staff will take in to account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies.

Monitoring of progress will be carried out by class teachers, the head teacher, SEN Coordinator (SENCo) and external advisers as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for access arrangements when appropriate e.g. KS2 SATs.

Some written information is presented in different formats to make it accessible. This includes:

- differentiation of class work and homework tasks
- visual presentation of information and timetables
- use of appropriate fonts and font sizes e.g. Use sans serif fonts, such as Arial and Comic Sans. Font size should be 12-14 point or equivalent. Larger inter-letter / character spacing (sometimes called tracking) improves readability

https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide#:~:text=Use%20sans%20serif%20fonts%2C%20such,may%20request%20a%20larger%20font

The school is aware that the Local Authority is able to provide translation services and Braille copies if required.

This Accessibility Policy will be:

- reviewed annually by the Governing Body and the Head Teacher
- incorporated into the School Development Plan
- shared with all members of staff
- available from the school office
- available on the school's website