



Accessibility Policy and Accessibility Plan 2020 to 2023

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Beaminster St Mary's Academy

ACCESSIBILITY POLICY 2020 to 2023

1. The Beaminster St Mary's Academy Accessibility Policy has been drawn up based upon information provided by the Dorset Local Authority at the time of conversion to Academy status (Feb 2014), and in conjunction with children (through the School Council), parents (through the website), staff and Local Governing Board members. The Accessibility Plan operate in tandem with other school policy and protocol documents (see point 7), and cover a three year period.
2. The Accessibility Policy is structured to complement and support the Special Educational Needs and Disability Policy, the policy for Supporting Children at School with Medical Conditions, and the school's Equality Objectives.
3. The Local Governing Board will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility, and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty. The Local Governing Board in liaison with the Senior Management Team will ensure that due regard is given to the responsibilities under the Act and conduct appropriate evaluation on actions and their impact.
4. The Headteacher will undertake the day to day management of this policy.
5. Beaminster St Mary's Academy is committed to providing an environment that enables full curriculum access which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 and have due regard to disability so that no child or adult is disadvantaged in the pursuit of their normal day activities in line with the Equality Act 2010.
6. The Beaminster St Mary's Academy Accessibility Policy shows how access is to be improved for disabled children, staff and visitors to the school in a given timeframe and anticipating the need to make **reasonable adjustments** to accommodate their needs where practicable.
7. The Headteacher will arrange appropriate staff training to continue raising awareness for staff and Local Governing Board members on equality issues with reference to the Equality Act 2010, supporting children with learning, disability and/or medical conditions.
8. The Accessibility Policy should be read in conjunction with the following school policies, strategies and documents:
 - Special Educational Needs and Disability Policy
 - Policy for Supporting Children with Medical Conditions
 - Curriculum Policy
 - School Equality Objectives
 - Equality Information
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)

- Policies relating to Behaviour, Attendance and Anti-bullying
- School Development Plan.

9. Complaints regarding the Accessibility Policy will be managed in line with the Beaminster St Mary's Academy Complaints Policy. Issues arising from enquiries or formal complaints that represent a shortfall in the content of the Accessibility Policy and Accessibility Plan will be addressed by the relevant sub-committee of the Local Governing Board in liaison with the Senior Management Team.

ACCESSIBILITY PLAN 2020 to 2023

10. The Beaminster St Mary's Academy Accessibility Plan is based upon information provided by the Dorset Local Authority at the time of conversion to Academy status (Feb 2014) and subsequent advice as provided by the Diocese of Salisbury Academy Trust (DSAT).
11. The Accessibility Plan contains relevant and timely actions to:
 - increase access to the **curriculum** for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and services**, which may support in accessing the curriculum within a reasonable timeframe;
 - improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - improve the delivery of **written information** to children, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
12. The Accessibility Plan will be monitored through the full Local Governing Board's meetings.
13. The school will work in partnership with the Diocese of Salisbury Academy Trust (DSAT) in developing and implementing the Accessibility Plan.
14. Environmental or physical works undertaken in the school to improve access within the premises or on the school site will follow and be guided by the relevant building regulations as advised by the designated Site Surveyor and the DSAT Accessibility Strategy.
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

This plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Progress/ Achievement
Supporting those with hearing impairment	Provide training for staff on Deaf awareness. Liaise with Hearing Impaired Service and work with Advisor to ensure that school is continuing to provide appropriate support and adhering to good practice.	Individual needs of those with HI issues are well met and, through regular monitoring, ensuring that curriculum targets continue to be achieved appropriately.	Liaison with HI Services. Curriculum monitoring annually or more frequently as appropriate.	Headteacher to contact the SEND Team to enquire about training.
Ensuring curriculum is appropriately differentiated and supports those with specific medical, behavioural and or learning needs to access the curriculum fully, e.g., children with Hearing Impairment or ASD conditions.	Provide training in and create opportunities for staff to differentiate the curriculum appropriately thus enhancing the positive learning experiences for all children. Ensure that those children who are absent due to medical needs have full access to the curriculum from home	Equal access to a differentiated curriculum within the mainstream setting to ensure the best possible learning outcomes for each child	Ongoing process linked to SDP and aspirations for high achievement for all children. Review termly, and in line with Continuing Professional Development for staff.	Headteacher/AHT/SENDCo to work collaboratively to promote effective CPD for all staff- Spring 2021
Ensure that curriculum content is appropriate and enables all with protected characteristics to be fully included, e.g., Traveller children.	To modify curriculum content so that children have access to subject material that is appropriate and matched to their learning needs. To provide staff with training and advice to enable them to achieve this aspiration.	Children with protected characteristics achieve well in the school environment and are welcomed as members of the school community. Close relationships with parents ensure learning continues outside of school and additional tuition provided to help re-integration on return to school	Review each child as and when required.	Headteacher/AHT/SENDCo to work collaboratively to promote effective CPD for all staff- Spring 2021

Beaminster St Mary's Academy Accessibility Plan - 2020 to 2023: Improving the Physical Access

	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Progress/ Achievements
Outside areas	Pedestrian access	Ensure that the safety railing is erected in-between the main gate and the newly erected gate into the playground to provide extra protection for pedestrians.	By Spring 2021	Funding has been approved – December 2020
	Pathways	Ensure all pathways are free from trip hazards	Ongoing	
	Gates	Maintain gates regularly to ensure easy opening/closing	Ongoing	
Main Entrance	Disabled access to front door	Consider installation of bell/button for disabled access	New door entry system to be fitted to outside of lobby area to enable accessibility to all.	
Whole school access	Entrances and corridor access to classrooms	Reconfiguration of corridors, disabled slopes and classrooms to maximise accessibility	New Headteacher to enquire about the information below: Bid submitted Dec2016 Outcome March 17 Building work summer 2017	
Main corridor areas	Keep clear of clutter	Make sure all corridors and communal areas are kept free of clutter/trip hazards	Ongoing	

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Progress Achievement
Signage	To review appropriate signage	To ensure visitors are directed clearly to school reception entrance from Car Park and Pedestrian entrance Fire exit signage clearly marked	Survey of needs annually Annual review of signage	
Availability of written material in alternative formats including different languages and easy read versions	The school to be aware of the services available through the LA for converting written information into alternative formats. Discussion with DCC/DSAT to ensure best practice is adopted and followed in regard to supporting Traveller families	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Discussion with DCC/DSAT as required. Provision of written materials / and information in other formats as and when required	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require assistance.	All school information available for all through hard copy, website, and where required, audio formats	All publications reviewed as and when due for publication. Equality Impact Assessments completed on all published materials as and when required	Statement on website giving information on how to obtain documents in different format To be reviewed December 2020
Review documentation with a view of ensuring accessibility for children with visual or hearing impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all and ICT capability suitably matched to the needs of the individuals concerned.	Each case considered at time of annual provision review and or when classes/cohorts progress through the school.	Some IT equipment/software provided for individuals
Raise awareness of adults working at and for the school on the importance of using a range of communication systems according to individual need	Communication audit by SALT Training for staff on: Functional use of language Signalong and managing SALT plans Other training as required	Equal opportunities for all Awareness of communication difficulties and how to support children raised	Ongoing	Staff liaising with SALT team and following SALT plans effectively