



# Accessibility Plan

## Benington Primary School

*Proverbs 13:15*

*'A glad heart makes a cheerful face, but by sorrow of heart the spirit is crushed'*

**Ownership:** Governing Body

**Date of Issue:** May 2023

**Review Date:** May 2025

**Headteacher:** Anja Tyler

**Signature:**

A handwritten signature in black ink, appearing to read 'Anja Tyler', is written between two horizontal lines.

**Chair of Governors:** Louise Harrop

**Signature:**

A handwritten signature in black ink, appearing to read 'Louise Harrop', is written in a cursive style.

## **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the SEND Code of Practice 2014, as well as the Equality Act of 2010. It draws on guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Many of the Benington School buildings are well designed to meet the needs of disabled pupils, however as the main building is over 150 years old it isn't all accessible to all.

- All classrooms are at ground level
- All public access areas, including all entrances, disabled toilets and the hall are at ground level
- Ramped or level threshold access is available to most rooms

## **Section 1: Definition of Disability**

You are classified as disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## **Section 2: Key Objectives**

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## **Section 3: Principles**

1. Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an Accessibility Plan
3. In performing their duties, governors and staff will have regard to the Accessible School guidance of 2002.
4. The school recognises and values parents; knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. The school provides all pupils with a broad and balanced curriculum, adapted and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
  - Setting suitable learning challenges
  - Responding to pupils' diverse learning needs
  - Overcoming potential barriers to learning and assessment for individual and groups of pupils.

## Section 4: Action Plan

Benington has identified the following points for action as part of its School Development Plan:

Area of action from SDP	Actions	Person/people responsible	timescale
<b>1 Delivery of the Curriculum</b>	<ul style="list-style-type: none"> <li>All staff (including support staff) to complete training in a staff meeting on how to increase independence in learning, by teaching metacognitive strategies (using resources from the Education Endowment Foundation)</li> <li>Staff meeting to review barriers to learning documents and update to ensure inclusion for all. <a href="https://benington.herts.sch.uk/download/barriers-to-learning/?tmstv=1683378091">https://benington.herts.sch.uk/download/barriers-to-learning/?tmstv=1683378091</a></li> </ul>	AT – all staff  All staff	Autumn term 23  Autumn term 23
<b>2 Physical environment</b>	<ul style="list-style-type: none"> <li>H &amp; S governor to undertake appropriate and regular risk assessments on premises and equipment to ensure both are fit for purpose and accessible to all.</li> <li>Our nursery building is nearing the end of its usefulness. Any replacement will need to be carefully planned to ensure it meets the needs of all pupils and adults.</li> </ul>	Matt Clarke  Office staff and governors	Summer 23 & Autumn 24  Dec 24
<b>3 Resources</b>	<ul style="list-style-type: none"> <li>The school will make appropriate provision for the needs of individual pupils, such as subtitles embedded into all video clips and left-handed resources. Further information can be found on our barriers to learning documents these documents will be regularly reviewed and updated (see action 1 above)</li> <li>Money will be put into the subject lead budgets to ensure resourcing is appropriate for the needs of individual pupils and cohorts</li> </ul>	All staff  Finance committee	Ongoing  Summer 23
<b>4 Provision of information in other formats</b>	<ul style="list-style-type: none"> <li>The school will keep up to date of local services, including those provided through the Local Education Authority, for providing information in alternative formats when required or requested.</li> <li>Parents will be signposted when appropriate and links kept up to date on our website.</li> <li>Children will be helped to access the curriculum through many methods including: subtitles as default on videos, individual copies of texts or their own lap top when they find writing challenging.</li> </ul>	SENCo and office staff	ongoing

## Section 5: Linked Policies

This plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- SEN Policy
- Equality Policy
- Curriculum Policy
- Health & Safety Policy