





## Bewcastle School Accessibility Plan

### **Purpose of the Plan**

The purpose of this plan is to show how Bewcastle Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

### **Definition of Disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

### **Legal Background**

Schedule 10 of the Equality Act 2010 requires the governing body of the school to prepare an Accessibility Plan setting out its proposals to increase access to education for pupils with special educational needs or disabilities in the following three areas:-

1. Increasing the extent to which pupils with special educational needs or disabilities can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
2. Improving the environment of the school to increase the extent to which pupils with special educational needs or disabilities can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
3. Improving the delivery of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` with special educational needs or disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Bewcastle Primary School aims to treat all stakeholders; pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with pupils with special educational needs or disabilities, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, in order to allow them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to people with special educational needs or disabilities in the school and in planning to increase access to education for all pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### **Contextual Information**

The majority of the school building and playground is accessible for all as it is on one level throughout and we have a ramp into the school hall. (The school is not accessible unaided though the front gate, KS1 or KS2 steps).



### **The Current Range of Disabilities within Bewcastle Primary School**

At present, the school welcomes pupils with special educational needs, disabilities or medical conditions.

When children enter school with specific needs, the school contacts the LA professionals for assessments, support and guidance for the school and parents or carers.

All medical information is collated and available to staff on the individual pupil in the medical file and electronically. We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a secure place in the office, or in the fridge (as required) which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness, amount and time of medication. All medication that is given is recorded.



## Bewcastle Primary School Accessibility Plan 2021 -2022 Targets

Targets	Strategies	Outcome	Time	Monitoring
<b>Equality &amp; Inclusion</b>				
To ensure that all policies consider the implications of special educational needs and disability access	Consider during annual review of policies and health and safety monitoring.	Policies reflect current legislation and ensure disabled pupils are not disadvantaged in accessing education and extended activities	On-going	Head Teacher, SENDCo/Senior Teacher & SEND Gov
To ensure smooth transition between year groups/schools/providers	Liaise with the receiving school when a child with special needs is due to transfer and forward as early as possible relevant information.	All necessary arrangements/equipment are in place before transfer.	On-going	Head Teacher SENDCo/Senior Teacher & SEND Gov
<b>Physical Environment</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access, if necessary & reasonable.	On-going.	Head Teacher SENDCo/Senior Teacher & SEND Gov, Premises Committee



### Curriculum

To continue to train staff to enable them to meet the needs of children with a range of SEND.	Targeted staff CPD that is responsive to the needs of the pupil /s	Staff are able to enable all children to access the curriculum.	On-going.	Head Teacher, SENDCo/Senior Teacher & SEND Gov
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children and provide equipment as needed.	Children will develop independent learning skills.	As and when needed	Head Teacher, SENDCo/Senior Teacher & SEND Gov
<b>Written &amp; Other Information</b>				
To ensure that all parents and other members of the school community can access information.	Inform parents/carers that written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	Head Teacher, SENDCo/Senior Teacher & SEND Gov