Beacon Academy

Accessibility Policy

Version Number	V3
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Scheduled Review Date	October 2028
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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If you would like this information in any other format, please contact us on 01637 303106 or email info@kernowlearning.co.uk.

#AsOne
Kernow Learning

The Disability Access Plan addresses and recognises the requirements of the Equality Act 2010 (Disability Discrimination Act (DDA) 1995 AND 2005). The plan identifies work required in order to give all disabled users access to all parts of the building and includes recommendations for required remedial actions, ongoing monitoring and control measures that illustrate good practice in terms of meeting the needs of disabled people.

Purpose of Plan

The purpose of this plan is to show how Beacon Academy intends, over time, to increase the accessibility of our school. We will continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Beacon Academy.

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.

Key Objective

To reduce and eliminate barriers for access to the curriculum and to full participation in the school community for pupils, and prospective pupils, as well as parents/carers and community users with a disability.

Principles

- Compliance with the DDA is consistent with our school's aims and equal opportunities policy and SEND and Inclusion policies
- The school recognises its duty under the DDA:
  - 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
- In performing their duties, governors and staff will have regard to the DRC Code of Practice.
- 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
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 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 individuals and groups of pupils

Increasing Access for disabled pupils to the school curriculum

This 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.*

Improving teaching and learning lies at the heart of our school. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of our school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

Improving access to the physical environment of the school

This includes improvements to *the physical environment* of *the school and physical aids* to *access education.*

We have a made appropriate changes to the building to meet the needs of the pupils. Provision, in exceptional cases, will be negotiated when the child's specific needs are known.

We have a wide range of equipment and resources suitable for the day-to-day use of children in the age range. The school improvement plan process will consider such needs on an annual basis.

Improving the delivery of written information to disabled pupils

This will include planning to *make written information that is normally provided by the school* to *its pupils available* to *disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account* of *pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

In planning to make written information available to disabled pupils, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need. For example, it would be a misuse of finite school resources to commit funding to providing Braille or large print versions of all school materials (identified in italics above) if there are no children on roll who require such access. However, the school will identify agencies and sources of such materials to be able to make provision whenever it is required.

Teachers will always need to be sensitive to presenting materials to children in appropriate formats e.g. reading aloud, use of interactive whiteboard, should that be necessary. This is a core part of a teacher's work.

Financial Planning and control

The Headteacher, SLT and the governors will review the financial implications of the accessibility plan as part of the normal budget review process.

Beacon Academy

Beacon Academy is a primary school with approximately 460 children on roll whose ages range from 3 -11 years. Classes include Nursery, Preschool, KS1, KS2 and also an ARB Unit.

The majority of the main KS2 building is on one level with a lower level down to three Year 6 classrooms. This area is accessed by a set of stairs. There are two disabled toilets, one in the ARB area. External all round wheelchair access is available via ramps and pathways. There is a large hall that is used for PE, assemblies and lunch time.

The KS1 building is also on one level and there is access to two disabled toilets in this building. On the same site are two further buildings, the Nursery building and Hubble/training centre building both have disabled toilets and can be accessed from a number of external doorways.

Outside there are a number of separate adventure play areas, five tarmac playgrounds, an outdoor learning area next to the Nursery. A climbing boulder, a bike track, a go-kart track, a small forest garden area, two playing fields and garden area.

The grounds are well laid out and, and all outdoor areas are accessible.

Key Actions			
Term	Target	Strategies/actions	Time Frame
Long Term	For all levels of the school to be wheelchair accessible from inside	• Lift access to be further discussed for KS2 building to ensure wheelchair users do not need to leave the building to move from upstairs to downstairs and vice versa.	2030
	Independent access to wheelchair users into school buildings	• Electric doors to be fitted with 'push button' access in new reception area.	2026
Mid Term	To be aware of the access needs of disabled pupils, staff, visitors etc.	• Ensure PEEP (Personal Emergency Evacuation Plans) are prepared and reviews if pupils/staff are physically impaired • Communication in print software used around the school to help children's understanding and visual recognition	Ongoing
	Maintain safety for visually and hearing impaired staff and pupils	• Ensure yellow paint is available on step edges and poles to signal risk • Check exterior lighting is working on a regular basis. Additional lighting made available in particularly dark areas in the grounds. • Flashing beacons to signal that the fire alarm is active to be considered when fire alarms are being updated	Ongoing
	To ensure all staff have specific training on disability issues	• Regular review and audit of staff training needs • 'In house' and external professionals to deliver training to ensure up to date information is available to all.	Ongoing

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<u>Approach and Car Parking</u>

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is the building within convenient distance of a public highway?	✓		
2	Is the building within convenient distance of public transport?	✓		
3	Is the building within convenient distance of car parking?	✓		
4	Is the route clearly marked/found?	✓		
5	Is the route free of kerbs?	✓		
6	Is the surface smooth and slip resistant?	✓		
7	Is the route wide enough?	✓		

8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
9	Is it adequately lit?	✓		More lighting to be installed
10	Is it identified by visual, audible and tactile information?	✓		Visual only.
11	Is there car parking for people with reduced mobility?	✓		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		
13	Is the car parking as near the entrance as possible?	✓		
14	Is the car parking suitably surfaced?	✓		
15	Is the route to the building kept free of snow, ice and fallen leaves?	✓		
16	Is the route level? (i.e. no gradient steeper than 1:20 and no steps)	✓		

General Notes for approach and parking:

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Routes and external level change including ramps and steps

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	**N/A**	**N/A**	
2	Is it wide enough and suitably graded?	**N/A**	**N/A**	
3	Is the surface slip resistant?	**N/A**	**N/A**	
4	Are there kerbs and are there edges protected to prevent accidents?	**N/A**	**N/A**	
5	Are there handrails to one or both sides?	**N/A**	**N/A**	
6	Are there (alternative) steps & ramp	**N/A**	**N/A**	
7	Identified by visual/tactile information?	**N/A**	**N/A**	
8	Are there handrails to one or both sides?	**N/A**	**N/A**	
9	Are ramps and steps adequately lit?	**N/A**	**N/A**	
10	Are treads and risers consistent in depth and height?	**N/A**	**N/A**	
11	Are all nosing's marked and/or readily identifiable?	**N/A**	**N/A**	
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	**N/A**	**N/A**	

General Notes for routes and external level change including ramps and steps:

The school is on a level site. The newer part of the infant building has fully accessible doorways.

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Entrances – including Reception

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is the door clearly distinguishable from the façade?	✓		
2	If glass, is it visible when closed?	✓		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	✓		
4	Does it have a level or flush threshold, and a recessed matwell?	✓		
5	Is there visibility through the doorway from both sides at standing and seated levels?	✓		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	✓		
7	Can the door furniture be used at both standing and seated height?	✓		
8	Can it be easily grasped and operated?	✓		
9	If the door has a closer mechanism does it have: • Delayed closure action? • Slow-action closer? • Minimal closure pressure?	✓		
10	If the door is power-operated does it have visual and tactile information?	✓		To consider on reception/office doors
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	✓		
12	If there is a lobby, do the inner and outer doors meet the same criteria?		✓	Inner door has security access control
13	Do lobby layouts enable all users to clear one door before going through the next?	✓		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	✓		
15	Does the lighting installation take account of the needs of visually disabled people?	✓		
16	Are floor spaces • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre	✓		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?		✓	Counter would need to be widened
19	Is it fitted with an induction loop?		✓	
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		✓	

General Notes for entrances including reception:

*The main entrance for the school is accessible by a ramp and an alternative doorway by the side of the building

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Horizontal Movement and Assembly

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		
2	Is each corridor etc. free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	✓		
4	Is turning space available for wheelchair users?	✓		
5	Do natural and artificial lighting avoid glare and silhouetting?	✓		
6	Are there visual clues for orientation?	✓		
7	Do floor surfaces: • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation?	✓		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	✓		
9	Are there tactile signs and information for those with impaired vision?		✓	N/A at this time, would be added if necessary
10	Is the maintenance of these items checked regularly?	**N/A**	**N/A**	
11	Is lighting designed to meet a wide range of needs?	✓		
12	Is sufficient circulation space allowed for wheelchair users?	✓		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		
15	Are all areas for assembly/meeting equipped with an induction loop system?		✓	The loop system would be fitted if necessary

General Notes for horizontal movement and assembly:

*Braille signs are not used across the school – this would be reviewed if the need arose in the future

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Doors

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?	✓		
2	If glass, are they visible when shut?	✓		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	✓		
4	Does the clear opening width permit wheelchair access	✓		
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✓		
6	Is any door furniture/handle at a height for standing/sitting use?	✓		
7	Are door/handles clearly distinguished?	✓		
8	Can the door furniture/handles be easily operated/grasped?	✓		
9	If door closers/mechanisms are fitted do they provide the following: • Security linkage? • Delay-action closure? • Slow-action closure? • Minimum closure pressure?	 ✓ ✓ ✓ ✓		
10	Is door/mechanism function checked regularly?	✓		

General Notes for doors:

- Some external exits/entrances in the junior building can be difficult to use (external steps) but alternative exit/entrance points are available. All lower school entrances are accessible.

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Lavatories

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	✓		
2	Do all lavatory areas have slip-resistant floors?	✓		
3	Are all fittings readily distinguishable from their background?	✓		
4	Are all door fittings/locks easily gripped and operated?	✓		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
6	Is provision made for wheelchair users in disabled toilets?	✓		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc.?	✓		
8	Is the location clearly signed?	✓		Signage on doors
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
10	Are the door fittings/locks and light switches easily reached and operated?	✓		
11	Is there an emergency call system and is someone designated to respond?	✓		
12	Can the emergency call system be operated from floor level?	✓		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	✓		
14	Are the fittings arranged to facilitate these manoeuvres	✓		
15	Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		
18	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc. and is any difficulty caused by the activity of service contractors?	✓		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	**N/A**		

General Notes for lavatories:
New accessible WC fitted Summer 2022

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Fixtures and Fittings

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is any server/counter accessible to all users, including those with hearing impairments?		✓	
2	Is it possible for people with disabilities to serve as volunteers?	✓		Adjustments to be made as required
3	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	✓		Adjustments to be made as required
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		Adjustments to be made as required
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?			N / A
6	Are all relevant locations clearly signed?			N / A

General Notes for fixtures and fittings:

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Information

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is the building equipped to provide hearing assistance?	✓		The loop system is available and will be fitted if required
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	✓		
3	Are there large-print versions of information about the building/activities available?		✓	Would be if required
4	Is there braille information available for people with visual disabilities?		✓	Would be if required

General Notes for information:

Large print versions and Braille versions of information are not available – to be made available on request

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Means of Escape

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is there a visible as well as audible fire alarm system?		✓	Audible Only
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	✓		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓		
4	Is the evacuation strategy checked regularly for its effectiveness?	✓		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	✓		
6	Are all fire warning devices and detectors checked routinely and regularly	✓		

General Notes for information:

Summary

Beacon Academy is an accessible school and site.

Actions flagged are long term targets generally requiring small amounts of expenditure in the purchase or preparation of fixtures, fittings and signage.