THE BEECHES

INDEPENDENT SPECIAL SCHOOL

Accessibility Plan

Contents

....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The culture at The Beeches is one of participation and achievement which are valued, recognised and celebrated. Our task is to enable our students to become successful and confident adults within realistic expectations for each individual.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including school staff and governance.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*To ensure staff are aware of the varied needs of our learning disabled students* *Our school offers a personalised differentiated and active curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum including sensory provision* *Curriculum resources include examples of people with disabilities and who face challenges in life* *Curriculum progress is tracked for all pupils, including those with a disability, including Learning Disability.* *Targets are set effectively and are appropriate for pupils with additional needs.*	To offer a broad personalized timetable which offers access to the full curriculum To provide a range of sensory resources to appeal to the varied learning styles To use texts and resources appropriately matched to the cognitive ability of our students To develop robust systems to track student progress, academically and socially	Curriculum Audit to be carried out March 2020 to assess suitability of the online learning resources Sensory caddy in each classroom to offer a range of sensory calming equipment Sensory provision to be audited on admission for each student Staff to ensure familiarity of cognitive ability and reading ages when selecting texts Reading ages to be identified at three points in the year Assessment calendar to identify three data collection points in the year	Senior leadership team Class teachers Designated teacher / SLT assessing student Teachers English teachers Head of Education	March 2020 (initially) 20th April 2020 On admission 20th April 2020 Complete Complete	Clear long-term plans for each subject area Medium term planning differentiated by student Availability of wide range of sensory equipment in each classroom area in easily identifiable caddy Staff aware of information on students via Eduspot Quality Assurance Calendar on Dropbox to identify reading age testing and data drop points

	The curriculum is reviewed by governance to ensure it meets the needs of all pupils.	To identify appropriate, yet challenging, targets for all students to raise aspirations	Key workers to liaise with teaching staff and designated teacher to formulate appropriate targets for IEP, PEP, EHCP	Key Workers, in liaison with designated teachers	Ongoing	Clarity of targets which are accessible to all stakeholders, including pupils in accessible format
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* • *Our school building is accessible by a ramp at 218 and a flat entrance at 301* • *Our corridor width allows access for wheelchairs* • *The school has a separate, larger parking area where access for disabled vehicles provides space to enter and exit with any aids required* • *Disabled toilets are situated at each site* • *Book shelves are placed at wheelchair-accessible height in the 'Reading Corner'* • *Classes for disabled students are held on the ground floor of 301*	To ensure clear access to entrances at all times To keep corridors clear of any equipment / student belongings To ensure parking spaces in the larger area are available for visitors with disabilities Maintain disabled toilet access To consider the accessibility of resources desired / required to promote independence To ensure suitable teaching areas are identified / arranged	Staff to assist all students in moving safely around the site and not blocking entrances and exits Staff to carry out checks at the start of each day (As per classroom risk assessment) Clearing of parking area if required / reserving space All disabled toilets to be clearly signposted and with clear accessibility at all times Staff to actively assess the availability and accessibility of resources Timetabling to identify appropriate provision	All staff All staff Senior leadership Health and Safety Officer All staff Head of Education	Daily Daily A required April 24th 2020 Daily Termly	Free movement, with no record of accidents, around the school site Classrooms safe and appealing to all students Parking achieved for disabled visitors Accessibility to toilets is unlimited Independent use of resources by disabled students Classes effectively situated for safety

	• *Bespoke sensory area to be built along with a quiet and private room*	To provide an appropriate teaching area for sensory regulation	Small two room building to contain two classrooms with appropriately wide doorways and windows for access and ventilation	Head of Education / Directors	September 2020	Fully functioning sensory room which can be accessed by all students
	• *Accessible patio area laid to allow access to the sensory room*	Foot and wheelchair access for all students	Paving slabs to be laid to connect areas of the garden	Head of Education / Directors	September 2020	Students are able to access all areas of the school garden
	• *Garden areas are accessible to disabled students and are laid to grassy areas with minimal placing of furniture or equipment*	To maintain garden areas for safety and aesthetic reasons	Grass to be kept short and any ruts to be reported	Maintenance, under direction of directors	3 times per year	Garden areas to be aesthetically pleasing and safe to use
		To ensure any proposed changes explore accessibility for disabled students / visitors	Paved areas to be utilised appropriately	Maintenance, under direction of directors	Daily	Accessibility in the garden areas is without limits
			Risk assessment to be carried out on the garden prior to use and dynamically	All staff	Daily	All risks identified and negated as far as possible to provide a safe experience
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:*	To create interesting and appealing displays to accommodate learner's preferred learning style	Staff to regularly change wall display half termly as a minimum.	All staff	Ongoing	Appealing and useful environment for all students
			Tactile nature of displays to be explored	All staff	Ongoing	Interactive displays to encourage engagement

	• *Displays accommodate the differing eye levels of our students* • *Internal signage, including fire exits* • *Large print resources when applicable* • *Use of pictorial resources eg, Communication In Print, to provide alternative versions of texts, information and letters*	Internal signage to be present and in appropriate positions Appropriate resources to be purchased for use Communication In Print to be accessible to all staff members	Weekly fire checks to include signage Staff to request appropriate resources, to be replaced when necessary All laptops to have Communication In Print loaded on	Fire Warden All staff Senior Management	Weekly As required	Students aware of proper exits Availability of varied and appropriate learning resources improve learning provision
	• *Pictorial or symbolic representations to guide students* • *Pictorial instruction sheets for key tasks* • *Texts chosen to appeal to reading ages and cognitive abilities* • *Visual timetables to establish routine for every student*	Pre-prepared visuals to assist a student's understanding To provide accessible and appropriate reading materials To ensure all students have a daily file with visuals available	Staff to prepare resources to assist trips / visits /subjects which could prompt distress Daily files to be prepared and maintained	All staff / key workers Key workers	April 29th 2020 Ongoing On admission of a key child	Staff confident in the use of pictorial worksheets etc Students better prepared for trips / visits etc which allows their success as behaviour remains on baseline Students allowed to become responsible learners, taking charge of their own experiences and resources / belongings

4. Monitoring arrangements

This document is valid for **2** years (July 2022), but will be reviewed and updated more frequently if necessary.

It will be approved by Emma Sutters, Head of Education, in agreement with the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policies

Reviewed by: Emma Sutters **Date:** July 2020 **Review:** July 2021