



Accessibility Plan

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An academy within:



“Learning together, to be the best we can be”

1. Aims

- 1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:
 - Increase the extent to which disabled people 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.
- 1.2. At Beech Academy we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3. At Beech Academy our vision is turning 'I can't' into 'I can'. We are a values-driven academy; we work hard to drive forward our core values of Ambition, Integrity, Inclusivity, Resilience and Endeavour.
- 1.4. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Beech Academy will challenge negative attitudes about disability and accessibility and developing cultural awareness, tolerance and inclusion.
- 1.5. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.
- 1.6. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors)

2. Legislation And Guidance

- 2.1. This plan 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. This defines an individual as disabled if they have a physical or mental impairment that has a "substantial" and "long term" adverse effect on their ability to undertake normal day to day activities.
- 2.2. 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 definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.3. We are required to make “reasonable adjustments” for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring Arrangements

4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort.

5. Links With Other Policies

5.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy

Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Increase access to the curriculum for pupils with a disability	Pupils undertake baseline assessments when they join the academy.	To ascertain pupils' abilities and needs and set targets accurately	CAT4 Testing on transition to Beech	DHT – QoE	September	Baseline assessment data achieved for all pupils, informing curriculum planning
	Differentiated curriculum	To ensure pupils follow an academic pathway that best suits their needs, interest and career plans	Curriculum plans reviewed and revised according to need	DHT- QoE & Curriculum Leaders	Annually	Pupils make strong progress & enjoy their learning experience
	Teaching & Learning – Teaching for Excellence Model	To have a common teaching model that is evidence based and planned to meet the needs of pupils at Beech	All teachers teach using the model. Training & development supports implementation	DHT – QoE Curriculum Leaders Teachers	Ongoing	All pupils are able to access taught lessons and make strong progress as a result of the teaching model
	Curriculum resources	To ensure that teaching materials, resources and learning aids support pupils in accessing the curriculum	Needs identified through EHCP process, lesson observations, Education Support Plans etc	Curriculum Leaders Teaching colleagues & Learning Assistants	Ongoing	Curriculum resources are well-matched to pupils needs and support learning well
	Celebrations of learning & progress tracking	To assess the extent to which pupils are accessing the curriculum	Formative and summative assessment undertaken	DHT- QoE Curriculum Leaders Teachers and Learning Support Assistants	Ongoing	Leaders and teachers have an in-depth understanding of what pupils know,

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	<p>Effective literacy strategy in place</p> <p>School visits are accessible to all pupils</p> <p>PE and Sports Curriculum is accessible to all</p>	<p>To remove literacy as a barrier to accessing the curriculum</p> <p>To ensure that all pupils can fully access the curriculum through being able to engage with trips and visits</p> <p>To ensure that no pupils is excluded from physical activities</p>	<p>Termly Celebrations of Learning</p> <p>Delivery of literacy development plan</p> <p>Audit of visits in terms of accessibility</p> <p>Reasonable adjustments to be made to ensure access for all</p> <p>Individual risk assessments to be completed as necessary</p> <p>Activities audited and risk assessed</p> <p>Individual risk assessments completed as necessary</p>	<p>Literacy Co-ordinator</p> <p>Senior Leadership Team Trip Organiser</p> <p>Curriculum Leader</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>understand can do and use this to inform planning</p> <p>Levels of literacy improve leading to all pupils accessing the curriculum</p> <p>All pupils are able to access trips and visits</p> <p>PE Curriculum adapted to meet the needs of all pupils</p> <p>Appropriate individualised resources / adaptations in place</p>

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Improve and maintain access to the physical environment	Ramps (at all appropriate entry points)	To enable full access to the building	Maintain ramps	Site Manager	Ongoing	The school building is fully accessible to all
	Corridor Width	To enable full access to all parts of the building	Ensure corridors are kept clear and free from obstruction	Site Manager All staff	Ongoing	The school building is fully accessible to all
	Disabled parking bays designated	To ensure easy access to the school building	Monitor number of parking bays	Site Manager	Ongoing	The school building is fully accessible to all
	Disabled toilets and changing facilities	All pupils can access toilet and changing facilities	Maintain these facilities	Site Manager	Ongoing	The school building is fully accessible to all
	Library shelves at wheelchair height	All pupils can access the library facilities	Maintain these facilities	Literacy Co-ordinator	Ongoing	The library is accessible to all users
	School is accessible for the visually impaired	To review the site regularly to ensure safety for the visually impaired e.g., drain covers, highlighting ramps	Regular reviews and site inspections, including health and safety audit	Site Manager	Ongoing	The school building is fully accessible to all
	Training for staff to increase access to the curriculum	To ensure that all staff are trained and equipped to remove barriers	Full training programme encompassing curriculum and	Senior Leadership Team	Annual plan – delivered on an ongoing basis	All pupils are able to access the curriculum

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Beech Academy is able to use a range of communication methods to ensure that information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage large print Braille Pictorial or symbolic representations 	<p>To ensure all pupils have equal access to information regardless of their individual need</p>	<p>Information to be shared in most appropriate ways</p>	<p>Administration and teaching colleagues</p>	<p>Ongoing</p>	<p>All pupils receive required information in the most appropriate way.</p>