



the
beckmead
trust

Accessibility Plan

- nurture
- sustain
- grow

Policy Level	Trust
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1. Aims

Each Academy within the Beckmead Trust will maintain its own Accessibility Plan based on this template provided. An accessibility checklist will be completed by July 31st each year to check compliance is being maintained (Appendix 1).

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.

Building Inclusive Communities

The Beckmead Trust is proud to be a diverse and inclusive community, we celebrate and protect this by:

- Not discriminating against characteristics that may include race, colour, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability or age
- Embracing individuality across our Trust
- Forging partnerships and working with a broad range of external stakeholders.
- Encouraging collegiality and positive relationships

School Principles and Values that relate to equality and inclusion

Within the Trust our schools aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Trust principles and values relating to equality and inclusion as stated in The Beckmead Trust Strategic 'that we believe in working with all members of the community to foster life enhancing outcomes and a sustainable sense of progress and happiness'.

Partnership work is at the heart of everything we do and supports the growth of our Trust which will bring an unamplified voice for our young people and families. Enthusiastic, expert governance ensures that our Trust delivers the best possible value in every arena.

The plan will be made available online on the Trust 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. Staff training around equality issues will be offered at a school level on an annual basis.

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 the Board of Trustees.

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.

This policy complies with our funding agreement and articles of association.

3. Accessibility - School Action plan

To be completed by each Head Teacher with SLT in each individual academy within the Trust annually by 31st May to enable actions to be completed by 31st August.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The information set out in the column of 'current good practice' are examples to guide our own analysis of our current practice and have been adapted to suit our schools context.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our schools offer a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>To make all school as accessible for both students and visitors</p>	<p>Reviewed regularly</p>	<p>Head Teacher/ Caretaker</p>	<p>Through H&S meeting</p>	



	The curriculum is reviewed to ensure it meets the needs of all pupils.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none">• Ramps• Elevators• Corridor width• Disabled parking bays• Disabled toilets and changing facilities	All of schools endeavour to include items from the list and install risk assessments and temporary measure where this is not possible e	Ongoing	Head Teacher Caretaker		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none">• Internal signage• Large print resources• Braille• Induction loops	Reviewed as part of the caretaker duties	Ongoing	Head Teacher		



	<ul style="list-style-type: none">• Pictorial or symbolic representations.					
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

The Accessibility Audit and Action Plan will be completed by each academy within the Trust annually by 31st May each year.

It will be approved by the Board of Trustees.

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 policy.
- Complaints Policy

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Appendix 1: Accessibility -

To be completed by each individual academy within the Trust annually by 31st May each year to enable actions to be completed by 31st August.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
General	General description of each building on site	<ul style="list-style-type: none"> ● Building Layout: The temporary building is a modular UK123 Ultima structure with a total floor area of 351m². ● Accessible Facilities: The facility includes four designated Accessible WCs (Acc WC 1, 2, 3, and 4) distributed throughout the layout to ensure proximity to classrooms and offices. ● Circulation Spaces: The plan features two main circulation corridors designed for safe movement. Lockers located within these circulation spaces are required to be fire-rated according to BB100 standards. ● Medical and Quiet Areas: The building includes a dedicated Medical Room and two Quiet Rooms (Quiet 1 and Quiet 2) to support various student needs. ● Door Accessibility: All doors leading to Quiet Rooms from classrooms must include vision 	Head Teacher	Yearly

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		panels suitable for children to ensure visibility and safety.		
Number of storeys	1/2/3 Include issues regarding accessibility	Single storey modular building	Head Teacher	yearly
Corridor access (32 inch/ 81.3 cm wide needed to facilitate wheelchair access)	Describe accessibility route into all buildings on site	<ul style="list-style-type: none"> ● Emergency Exits: <ul style="list-style-type: none"> ○ The storey is equipped with two final exits, meeting requirements for an expected occupancy of 100 people. ○ Exit sizes are designated at 2 @ 850mm to accommodate the occupancy load. ● Travel Distances: <ul style="list-style-type: none"> ○ General travel distances are limited to 18m in a single direction and 45m in two directions. ○ Travel distances from Quiet Rooms are restricted to 14m in a single direction, with total travel distances of 20m and 22m respectively, ensuring rapid egress for those in secluded areas. 	Head Teacher School Caretaker	Daily and weekly checks

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Lifts		No Lifts	Caretaker	
<p>Parking bays including disabled parking</p>	<p>Describe general and disabled parking in/around the school site.</p> <p>Where is disabled parking available on your site?</p>	<p>Ensure disabled parking is always available main entrance to the school,</p>	<p>School Caretaker</p>	<p>Weekly checks</p>
<p>Entrances to buildings on site</p>	<p>Review main pedestrian entrances for accessibility due to width. Are Ramps needed? Does a specific route need to be identified and published to</p> <p>What time are gates manned by staff in the morning to support pupils.</p> <p>What time should reception staff be in office to afford access via intercoms? Should not leave the main office unmanned during occupation.</p> <p>What alternative points are available for wheelchair access ie playground, the</p>	<p>Caretaker & SLT to ensure access routes are maintained. This is shared with the Moundwood school.</p> <p>Greenwell shares the entrance of the school with Moundwood School, but access to Greenwell is clear and visible</p> <p>Gates are automated and are operated through reception at all times</p> <p>Access route for anyone with mobility issues, can be discussed with visitor or students before arrival</p> <p>Wheelchair access is available through the supplied ramps</p>	<p>Head Teacher Caretaker Host/All Staff</p> <p>Head Teacher Head Teacher, Host, Caretaker, Reception staff</p>	<p>ongoing</p>

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	car park entrance, pedestrian gates			
Ramps	Location of any on site	Ramps available to the main entrance DDA compliant	HeadTeacher Caretaker	
Toilets	Where are your accessible toilets on site? Are they accessible? Are there yellow medical waste bins available? Is there a medical waste disposal system in place	<ul style="list-style-type: none"> • Accessible Facilities: The facility includes four designated Accessible WCs (Acc WC 1, 2, 3, and 4) distributed throughout the layout to ensure proximity to classrooms and offices. • Yellow Bins located in main office 	Headteacher Caretaker CaretakerTeacher	
Reception area	Describe your reception waiting area? Is it accessible? Can all visitors gain access/be heard	Ramps from the main carpark to both main entrances. Reception located to the right of the building, just off the main office. Access to the Greenwell school is through the main automated gate to Mundwood , whom Greenwell shares the site with.	Head Teacher Hosts /Reception staff Caretaker	
Internal signage	Some signage in place	Internal way signage on all main corridors	Headteacher &	

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			Caretaker	
Emergency escape routes	Many escape routes throughout the site in various locations	<p>Escape routes checked daily by caretaker</p> <p>Personal Emergency Evacuation Plans (PEEP) prepared as required.</p> <p>All staff to be given induction including emergency exits and evacuation meeting point and other protocols around emergencies</p>	<p>Caretaker</p> <p>Headteacher</p> <p>Line Manager</p>	

