

# Accessibility Plan



<b>Approved on:</b>	April 2026
<b>Approved by:</b>	Trustees
<b>Last reviewed on:</b>	
<b>Reviewed by:</b>	Vincent Riedy
<b>Next review due by:</b>	April 2029

## Contents

### 1. Aims

Building Inclusive Communities

School Principles and Values that relate to equality and inclusion

### 2. Legislation and guidance

### 3. Accessibility - School Action plan

### 4. Monitoring arrangements

### 5. Links with other policies

Appendix 1: Accessibility - Audit to be performed by each school and published on the school website

## 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 out schools context.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers 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>			Head Teacher		

	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"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>			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. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations.</li> </ul>			Head Teacher		

#### **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

## Appendix 1: Accessibility - Audit insert Date here

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	Detailed site audit to be undertaken by Headteacher supported by the Estates Director and local caretaker to prepare a plan to achieve compliance	Head Teacher	
Number of storeys	1/2/3 Include issues regarding accessibility	Detail here any actions required to achieve compliance	Head Teacher	
Corridor access (32 inch/ 81.3 cm wide needed to facilitate wheelchair access)	Describe accessibility route into all buildings on site	Conduct audit if required Audit access to other key areas to be reviewed. SLT and caretaking team to ensure corridors and exits are kept clear at all times. Any issues to be reported to the local caretaker asap.	Head Teacher School Caretaker	

Lifts		Are lifts accessible and in good working order?	Caretaker	
Parking bays including disabled parking	Describe general and disabled parking in/around the school site.  Where is disabled parking available on your site?	Ensure disabled parking is always available	School Caretaker	
Entrances to buildings on site	Review main pedestrian entrances for accessibility due to width. Are Ramps needed? Does a specific route need to be identified and published to  What time are gates manned by staff in the morning to support pupils.  What time should reception staff be in	Caretaker & SLT to ensure access routes are maintained.  Communicate access arrangements that are required in advance  Review all entrances to ensure DDA compliance and access, the need for ramps and other access support required. Discuss needs with Estates Director  Communicate access route for anyone with mobility issues	Head Teacher Caretaker  Host/All Staff  Head Teacher  Head Teacher, Host, Caretaker, Reception staff	

	<p>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 car park entrance, pedestrian gates</p>			
Ramps	Location of any on site	If not ramps currently on site arrange an audit to clarify need then investigate and seek advice to enable purchase of ones appropriate for the site.	HeadTeacher Caretaker	
Toilets	<p>Where are your accessible toilets on site?</p> <p>Are they accessible?</p>	<p>Audit accessible toilets - what is the route to access them.</p> <p>Are procedures in place for the daily checking &amp; emptying of yellow medical waste bins &amp; restocking of hygiene resources ie handwash, toilet paper etc</p>	<p>Headteacher</p> <p>Caretaker CaretakerTea cher</p>	

	<p>Are there yellow medical waste bins available?</p> <p>Is there a medical waste disposal system in place</p>	<p>Are accessible toilets clearly signed?</p> <p>Does everyone know where they are? Are they clearly signposted</p>		
Reception area	<p>Describe your reception waiting area?</p> <p>Is it accessible?</p> <p>Can all visitors gain access/be heard</p>	<p>If your reception area will not accommodate a wheelchair due to door width what arrangements will need to be made in advance to accommodate wheelchairs arriving on site so that a safe and comfortable waiting area is available.</p> <p>Sign in screen installed at appropriate height for wheelchair users but not accessible by wheelchair users - alternative plan required ie ipad?.</p>	<p>Head Teacher Hosts /Reception staff</p> <p>Caretaker</p>	
Internal signage	<p>Some signage in place</p>	<p>Headteacher to audit the site with a caretaker to ensure appropriate signage is in place to cover a variety of additional needs. i.e. large print, pictorial or symbolic representations or audit, specialist recommended equipment according to the needs of pupils, staff and visitors.</p>	<p>Headteacher &amp; Caretaker</p>	
Emergency escape routes	<p>Many escape routes throughout</p>	<p>Escape routes checked daily by caretaker</p>	<p>Caretaker Headteacher</p>	

	<p>the site in various locations</p>	<p>Personal Emergency Evacuation Plans (PEEP) prepared as required. Audit plan date to be confirmed.</p> <p>All staff to be given induction including emergency exits and evacuation meeting point and other protocols around emergencies</p>	<p>Line Manager</p>	
--	--------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------	--