

Accessibility Plan



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Approved by:	Trustees
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Reviewed by:	Vincent Riedy
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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 are stated in The Beckmead Trust Strategic Plan: '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' is an example to guide our own analysis of our current practice and has been adapted to suit our school's 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>	To make the curriculum accessible for all our pupils	<p>Ordering of Reading pens</p> <p>Ordering of coloured overlays</p> <p>Subject specific baseline assessments are completed</p> <p>Targets are set and monitored in Arbor</p> <p>Subject specific software is available to support pupils with low literacy needs</p>	Executive Headteacher / Headteacher / teachers for subject specific items	September 2026	Items will have arrived



	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
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	Students are able to access all parts of the college building	<p>Trip hazards (e.g. corners of steps / stairs) are highlighted using yellow and black tape</p> <p>The lift is maintained regularly with a key kept in the admin office and with the caretaker</p> <p>Disabled parking bays are kept free</p> <p>Disabled toilets are clean and tidy and available to pupils, staff and visitors when needed</p>	Head Teacher Caretaker Admin staff	September 2026 and ongoing annual service	Servicing records



			Corridors are kept free from items / clutter			
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">• Internal signage• Large print resources• Braille• Induction loops• Pictorial or symbolic representations.	Pupils are able to access resources around the college and in lessons despite the nature of their disability	<p>Pupils are able to use Reading pens to dictate text for students</p> <p>Visual prompts and timetables are used for students</p> <p>Signage is clear with minimal wording, using images to support the text where possible</p> <p>Subject teachers use enlarged text when needed</p> <p>Pupils will have the opportunity to use Chromebooks / word processors to support with writing</p>	Head Teacher	September 26	Resources are in place to support pupils with their learning



			Coloured overlays are available to support pupils when reading texts or screens			
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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



Appendix 1: Accessibility - Audit – September 2026

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 (TR-Tennison Road site AG- Alverston Gardens site)	Actions to be taken	Person responsible	Date to complete actions by
General	<p>TR – New building (8 years old) largely on one level with minimal amount of stairs, where a lift is available. Wide open corridors that provide wheelchair access</p> <p>AG – Older building, narrower corridors that do allow wheelchair access. There are 2 floors supported by stairs with no lift available</p>	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	Termly (Nov 26, April 27, June 27)



Number of storeys	TR – 1 storey AG – 2 storeys	TR & AG - Ensure entrances and stairwells are clear at all times Evac chairs are available at the top of each stairwell on both sites	School caretaker Head Teacher	Daily
Corridor access (32 inch/ 81.3 cm wide needed to facilitate wheelchair access)	TR & AG - All entrances into the college building are at ground level. Corridors are wide enough for wheelchair access	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. Some corridors have doors that have fobbed access. All staff and visitors will be provided with a fob if they are unaccompanied (outside of college hours)	Head Teacher School Caretaker	Daily
Lifts	TR – has a lift in the main square. This is available at all times but needs a key to be operated	TR – has a lift that with a maintenance contract and is serviced annually	Caretaker	May 27



	which is kept in the admin office			
Parking bays including disabled parking	<p>TR – 2 disabled parking bays which are close to the college building</p> <p>AG – does not have a disabled parking space. Spaces are available for cars onsite which can be made available for visitors</p>	Ensure disabled parking is always available	School Caretaker	daily
Entrances to buildings on site	<p>TR – All entrances are at ground level, with no steps. The doors are wide enough for wheelchair access. If arriving from the car park entrance there is a ramp to avoid a small amount of steps to</p>	<p>Caretaker & SLT to ensure access routes are maintained.</p> <p>Visitors to communicate access arrangements that are required in advance</p> <p>Review all entrances to ensure DDA compliance and access, the need for ramps and other access support required. Discuss needs with Estates Director</p> <p>Communicate access route for anyone with mobility issues</p>	Head Teacher, School staff, Caretaker, Reception staff	



	<p>get to reception. Alternatively any visitors can enter through the building where the lift is available.</p> <p>AG -The main entrance involves some steps, although it also has ramped access. The other entrances through classrooms are at ground level.</p> <p>Reception staff at both sites are available from 8am – 4pm to support students and visitors</p> <p>Each visitor entrance has an intercom.</p>			
Ramps	<p>TR & AG - There are no temporary ramps only ones that are</p>	<p>Arrange an audit to clarify need then investigate and seek advice to enable purchase of ones appropriate for the site.</p>	<p>Head Teacher Caretaker</p>	<p>June 2027</p>



	part of the design of the building.			
Toilets	<p>TR – Has 3 accessible toilets on site which can accommodate a wheelchair (reception, vocational corridor and main square). All toilets are checked and cleaned daily including the emptying of any yellow bins. Sanitary bins are available in the female toilets and the accessible toilet in reception?</p> <p>AG – Has three wheelchair accessible toilets (2 ground floor and 1 first floor)</p>	<p>Audit accessible toilets - what is the route to access them.</p> <p>Procedures in place for the daily checking & emptying of yellow medical waste bins & restocking of hygiene resources ie handwash, toilet paper etc</p> <p>Ensure all accessible toilets clearly signed</p> <p>Make sure that visitors and new staff are made aware of the accessible toilets on arrival and as part of their induction meeting</p>	<p>Headteacher</p> <p>Caretaker</p> <p>Teacher</p>	



	<p>Medical waste bins are available in each toilet which is cleaned and emptied daily</p> <p>TR & AG – All accessible toilets are clearly signposted</p>			
Reception area	<p>TR & AG – Both reception areas are large enough to accommodate a wheelchair</p> <p>All visitors are required to sign using the iPad which is accessible to visitors in wheelchairs.</p> <p>Both reception areas are manned from 8am – 4pm and have glass frontage allowing</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 is installed at appropriate height for wheelchair users with admin staff able to support between 8am-4pm.</p>	<p>Head Teacher Hosts /Reception staff</p> <p>Caretaker</p>	June 27



	face-to-face communication			
Internal signage	<p>TR & AG – signage is in place to direct highlighting emergency exits / routes</p> <p>Signage is also in place to direct staff to medical equipment (First Aid kit, defibrillator and Epi Pens)</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.	Headteacher & Caretaker	Termly June 2027
Emergency escape routes	<p>TR – All classrooms, except, T125 have external access. Staff and students walk around the outside of the building to the meeting point in the Muga pitch</p>	<p>Escape routes checked daily by caretaker</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>Caretaker</p> <p>Headteacher</p> <p>Line Manager</p>	Induction process for new staff – when needed



	<p>AG – The majority of classrooms on ground floor have external access. The classrooms that don't have external access follow a route down the corridor and stairs (if on the 2nd floor) and out through the nearest exit meeting in the car park.</p> <p>TR & AG – All fobbed access doors with maglocks will automatically disengage once the fire alarm sounds.</p>			
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