the beckmead trust

Chaffinch Brook Accessibility Plan Policy

Approved on:	April 2026
Approved by:	Trustees
Last reviewed on:	12/08/2026
Reviewed by:	Mwamba Nkole
Next review due by:	April 2029

Summary of Changes

Date	Updates	Page No.
August 2026	**Localised formatting applied, school name corrected**	
	Accessibility plan updated -Appendix 1 & 2	**6-7**

chaffinch brook

Contents

Summary of Changes....2

1. Aims....5

Building Inclusive Communities....5

School Principles and Values that relate to equality and inclusion....5

2. Legislation and guidance....6

3. Accessibility - School Action plan....7

4. Monitoring arrangements....10

5. Links with other policies....10

Appendix 1: Accessibility - 12/08/2026....11

Appendix 3: Accessibility - 12/08/2026....11

chaffinch brook

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 - Chaffinch Brook 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
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.	**1. Standardised Visuals:** Use consistent visual symbols across all subjects. **2. Assistive Technology:** Expand the use of digital communication software.	Audit existing visual tools and align them across key stages. • Provide speech and communication software where needed.	Head of School/Class Teachers Head of School/ All teaching staff	31st August 2027	Pupils use visual tools and communication support effectively during learning.

	Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.		• Build a central library of social stories for daily routines/transitions			
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	**1. Outdoor Visuals:** Use communication boards in outdoor areas. **2. Acoustic Upgrades:** Reduce sound levels in high-noise areas.	• Use durable visual communication boards in play areas/offsite activities. • Fit acoustic wall panels in noisy hallways and dining areas. • Maintain sensory-friendly quiet spaces with clear visual rules.	Head Teacher //ESCC Building Maintenance/ Caretaker/Beckmead Trust Estates Manager Caretaker	31st August 2027	The physical environment features clear visual tools and reduced noise barriers.

			• Paint all step edges in high contrasting yellow non-slip paint Highlight anything sticking out of walls such as radiators. These can be marked with a yellow line on the floor or around the object. (This is especially important for our students with visual impairment)			
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: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations.	**1. Site-Wide Consistency:** Unify room signage, desk prompts, and staff lanyards.	• Update room signs and staff lanyards with uniform visual symbols. • Train support staff on consistent visual tool usage.	Head Teacher Head Teacher	31st August 2027	Consistent visual information is accessible across the entire school site and at home.

		2. Transition Supports: Share visual transition guides with families.	• Send personalised visual transition stories home before the new school year. 3.Visual timetables in all classrooms Signage & labelling in place Communicate in Print and other suitable software available to teaching staff	Class Teacher	31st August 2027	

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 - Chaffinch Brook Lower

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	Ongoing
Number of storeys	2 floors	Lift is available .First floor is accessible to wheelchair users	N/A	N/A
Corridor access (32 inch/ 81.3 cm wide needed to	All corridors are accessible to all users	SLT and caretaking team to ensure corridors and exits are kept clear at all times. Any issues to be reported to the Facilities Team asap.	All Staff School Caretaker	Ongoing

facilitate wheelchair access)				
Lifts	1(Chaffinch Brook Lower)	None-Lift at Chaffinch Lower in good working order	Caretaker	Ongoing
Parking bays including disabled parking	All staff and visitors will park off site via on street parking	Advice given to all staff and visitors	School Caretaker	Ongoing
Entrances to buildings on site	Entrance to the Chaffinch Brook site is via an external gate. This will be manned by staff in the morning to support pupil access; during the day it is accessible via telecom. There are no	Ensure all staff are aware of responsibilities around access onto school site	Head Teacher Caretaker /All Staff Head Teacher Head Teacher, Host, Caretaker, Reception staff	Ongoing

	issues around wheelchair access into the site. The school entrance is via a door with level access, allowing wheelchair users access as well.			
Ramps	None	None	HeadTeacher Caretaker	N/A
Toilets	4 x pupil toilets (3 male, 1 female) 1 x Adult/disabled toilet	Ensure all toilets are clearly marked and accessible	Headteacher Caretaker Teacher	31st August 2027

Reception area	The reception area is a lobby, arranged in an 'airlock' system with inner door access controlled by an electronic fob.	Ensure all staff have fob; ensure all protocols for entry and exit are communicated.	Head Teacher Hosts /Reception staff Caretaker	31st August 2027
Internal signage	Some signage in place	Facilities Manager to audit the site 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.	Facilities manager Caretaker	31st August 2027
Emergency escape routes	Escape routes are all on the ground floor from reception and from classrooms, all on level access	Ensure all evacuation routes are suitably communicated and associated protocols are in place, available and shared as required.	HT/ESCC Building Maintenance and Support Service	31st August 2027

Appendix 2: Accessibility - Chaffinch Brook Upper

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	Ongoing

Number of storeys	2 floors	At present a lift is not available on the Upper floor.First floor is not accessible to wheelchair users so alternative spaces and use of ground floor space will be adapted. Lift is installed at the Chaffinch Lower site Facilities Manager to work with Executive Team and Head of School	N/A	N/A
Corridor access (32 inch/ 81.3 cm wide needed to facilitate wheelchair access)	Due to the age of the building some corridors at the Upper site are narrower than the required 32 inches so would not facilitate wheelchair use	A route into the main building has been worked out for wheelchair users giving access to the gym, DDA toilet, food tech and teaching areas on the ground floor. 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 Facilities Team asap.	All Staff School Caretaker	Ongoing

Lifts	1(Chaffinch Brook Lower)	None-Lift at Chaffinch Lower in good working order	Caretaker	Ongoing
Parking bays including disabled parking	1 disabled bay in the car park. On street parking available directly in front of the school site	Ensure disabled bay is available in car park	School Caretaker	Ongoing
Entrances to buildings on site	Two main pedestrian entrances that are not wheelchair accessible due to width or the need	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	Head Teacher Caretaker Host/All Staff Head Teacher Head Teacher, Host, Caretaker, Reception staff	Ongoing

	of a ramp or subsequently narrow doorways and corridors to navigate. Gates manned by staff in the morning to support pupils, or via intercom during the day. Wheelchair access can also be via the double gate in the playground, the car	Communicate access route for anyone with mobility issues		

	park entrance, or main pedestrian gate			
Ramps	None	None	HeadTeacher Caretaker	N/A
Toilets	1 DDA/Adult toilet with changing and shower facilities	Located on the ground floor near the gym. Accessible from the main footpath via the gym or side entrance from the Food Tech Courtyard. Yellow medical bin in place Ensure all toilets are clearly marked	Headteacher Caretaker Teacher	31st August 2027
Reception area	Small waiting area accessible via the main	The reception waiting area will not accommodate a wheelchair due to door width. Arrangements will need to be made in advance to accommodate wheelchairs arriving on site so that a safe and comfortable waiting area is available.	Head Teacher Hosts /Reception staff Caretaker	31st August 2027

	pedestrian path Most external doors controlled by electronic fob	Sign in screen installed at appropriate height for wheelchair users but not accessible by wheelchair users - alternative plan required ie ipad?.		
Internal signage	Some signage in place	Facilities Manager to audit the site 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.	Facilities manager Caretaker	31st August 2027
Emergency escape routes	Many escape routes throughout the site	Escape routes checked daily by caretaker Personal Emergency Evacuation Plans (PEEP) prepared as required. All staff to be given induction including emergency exits and evacuation meeting	Caretaker Headteacher	As required

	in various locations	point and other protocols around emergencies		