



## Accessibility Plan

2021-22

Draft Document

## Contents:

Aims.....	2
Legislation & Guidance.....	3
Aim 1: Improve access to the curriculum.....	4
Aim 2: Improve access to the physical environment.....	8
Aim 3: Improve access to information.....	10
Monitoring Arrangements.....	12
Links with other policies.....	12
Apendices.....	13

## Aims:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Becket School adopts, reviews and develops this plan with the intention of ensuring our school provides an inclusive environment where students with a disability and/or special educational need can develop socially, academically and spiritually alongside their peers. The plan will be made available online on the school website, and paper copies are available upon request.

The Becket School is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Becket 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, the complaints procedure sets out the process for raising these concerns.

The creation, implantation and review of the accessibility intends to include the views of the differing stakeholders across The Becket School community; including, pupils, parents/carers, staff and governors.

# 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 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.

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.

## **Aim 1: Increase access to the curriculum.**

To support the access to the curriculum for pupils with a disability or SEN, the Becket School:

- Has created a departmental approach to SEND has been created – this advises teaching and educational support colleagues on the reasonable adjustments which can be made within lessons; and to support curriculum access for students with disabilities and SEN.
- Provides guidance on reasonable adjustments which can be made to support curriculum access for students with more specific disabilities and SEN (Guidance has been shared on dyslexia, ASD and Down Syndrome).
- Shares Individual Student Profiles are used to advise staff on adjustments which can be made for specific students with SEND in the classroom.
- Liaises with colleagues from the School & Families Specialist Services to review access and progress within the curriculum for students who experience Sensory Impairments – these students have access to assistive technology for lessons as required.
- Liaises with colleagues from the SFSS to Cognition & Learning team to review access to and progress in the curriculum for students with literacy and numeracy-based difficulties.
- Liaises with external colleagues from Physiotherapy, Occupational Therapy, and Fountaindale School to review access to and progress in the curriculum for students with physical disabilities – students have access to assistive technology for lessons as required.
- Provides Exam Access Arrangements, according to JCQ guidance, to ensure students with disability / SEN can access assessment materials. The SENCo is the Specialist Assessor.
- Provides curriculum pathways at GCSE which enable students to participate in more bespoke curriculum as required.
- Monitors curriculum progress to ensure that students with a disability or SEN make progress in line with those peers without a disability or SEN through:
  - Formative and summative assessment carried out by the classroom teacher
  - The Leaders of Learning Tracking progress in their subject areas; identifying students who need intervention within their specific subject areas
  - The SENCo and Progress Leaders tracking progress across the curriculum

**Action plan:** This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

DEVELOPMENTS TO IMPROVE ACCESSIBILITY	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	MONITORING & EVALUATION
<p>Increase the range of information, guidance and access to relevant CPD to support colleagues in their duty to adapt teaching to respond to the strengths and needs of all pupils (Teacher Standards, 2011)</p>	<p>Information on individual students with SEND available to colleagues using Go4Schools and Google Drive Platforms</p>	<p>SENCo Leaders of Learning</p>	<p>July 22 Reviewed Annually</p>	<p>Data analysis of student outcomes shows impact on attainment and progress</p> <p>Parent/Carer &amp; Student Feedback during SEND Reviews and forums.</p> <p>Annual Governors Report</p>
	<p>SEND Information shared using SEND Bulletin and SEND in a Nutshell</p>	<p>SENCo</p>	<p>Ongoing (Format Reviewed in July 22)</p>	
	<p>Colleagues access a variety of internal and external CPD opportunities.</p>	<p>SENCo Teaching and Educational Support Colleagues</p>	<p>Ongoing</p>	<p>Staff Feedback</p> <p>Refer to Part 5 of the SEND Information Report</p>
	<p>Increase the range of SEND Specific Guidance on a broader range of SEND and monitor implementation of this in the classroom.</p>	<p>SENCo</p>	<p>Ongoing All guidance to be reviewed annually</p>	<p>Staff Feedback</p> <p>Student / Parent/Carer Voice</p> <p>Annual Governors Report</p>

DEVELOPMENTS TO IMPROVE ACCESSIBILITY	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	MONITORING & EVALUATION
Increase the prominence of Student & Parent/Carer views in SEND systems to identify areas of strengths and development	Ensure that student and Parent/Carer voice is evident in SEND Reviews.	SENCo SEND Department	Ongoing Views will be collated minimum once per term as part of SEND Review Process.	Data analysis of year groups during data collections points Parent & Student Feedback during SEND Reviews and forums.
	Establish a working group of students and Parents/Carers which provides feedback on the Core Offer and SEND Specific Guidance	SENCo	Ongoing Guidance will be reviewed annually	Parent & Student Feedback during SEND Reviews and forums.
To monitor and enhance the SEND Provision which is available in school by providing a broader range of academic and social based interventions	Audit of current interventions in school to conducted at department level.	Leaders of Learning	March 22 To be reviewed annually	Departmental Approach to SEND SEND Review Process (Including student and parent/carer voice)
	Development of SEND interventions to complement existing department intervention	SENCo Director for Inclusion	Ongoing To be reviewed termly or as student need arises	SEND Review Process (Including student and parent/carer voice) Annual Governors Report

DEVELOPMENTS TO IMPROVE ACCESSIBILITY	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	MONITORING & EVALUATION
<p>Increase the volume of assistive technology which is available to support students in accessing written text.</p>	<p>Conduct an audit of the assistive technology which is available in school and that which is required.</p>	<p>SENCo Leaders of Learning Exams Officer</p>	<p>May 22</p>	<p>Student &amp; Parent/Carer Voice Staff Voice</p>
	<p>Implement and monitor use of assistive technology in classroom and assessment practice</p>	<p>SENCo Leaders of Learning Exams Officer</p>	<p>Ongoing</p>	<p>Monitor use of assistive technology in assessments and exams and impact on student outcomes.</p> <p>Parent &amp; Student Feedback during SEND Reviews and forums.</p>

## **Aim 2: Increase access to the physical environment.**

To support the access of students with a disability or SEN, the Becket School environment is adapted through the provision of:

- Ramps
- An elevator to enable access to the first and second floors
- Wider corridor width which enables the easier movement of students with physical and/or sensory difficulties
- Disabled parking bays which are located near to the main entrance enabling easier access to the school site
- Disabled toilets and changing facilities on each floor
- A designated physio room with an area to store equipment
- Library shelves at wheelchair-accessible height
  
- Free standing furniture in most classrooms which enables them to be rearranged to accommodate students with a disability.
- Adapted furniture is sourced where free-standing furniture is not practicable (e.g. tables with adjustable heights).
  
- A designated physio room is available for students with an area to store equipment as required.
  
- Up to date training for all personal care assistants Manual Handling and First Aid.
  
- All student who have a long term or short term disability have a Personal Emergency Evacuation Plan (PEEP) for all students who have a long term disability or short term injury affecting mobility. These are reviewed a minimum of once per academic year.
  
- Evacuation and radio equipment are in the safe refuges. Students practice the PEEP once per term with trained colleagues.

The Becket School enjoys strong links with physiotherapists, occupational therapists and Foutaindale school who provide advice and support as required. Physiotherapists and occupational therapists visit at least twice per year.

Students with disability and/or SEN participate in school trips and residential visits through collaboration between trip leaders, the SEN Dept, Parents/Carers and the venue



**Action plan:** This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

DEVELOPMENTS TO IMPROVE ACCESSIBILITY	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	MONITORING & EVALUATION
Ensure that access to the physical school site is continually reviewed.	<p>An annual accessibility audit is to be completed which assesses the physical school environment.</p> <p>Recommended adjustments which can be reasonably implemented using existing budgets to be made within a reasonable timescale.</p>	SENCo Site Manager	<p>Accessibility audit to be conducted annually:</p> <ul style="list-style-type: none"> <li>• Feb 22</li> <li>• Feb 23</li> <li>• Feb 24</li> </ul>	<p>Report from Accessibility Audit and evidence of actions.</p> <p>Parent &amp; Student Feedback during SEND Reviews and forums.</p>
The implementation of sensory audits for students with sensory needs within SEND Provision.	The SENCo will liaise with external professionals to carry out a sensory audit of the school site.	SENCo	May 22	<ul style="list-style-type: none"> <li>• Report from Sensory Audit.</li> <li>• Parent &amp; Student Feedback during SEND Reviews and forums.</li> </ul>
	Sensory audits will be conducted alongside students with on the autistic spectrum	SENCo / SEND Department	July 22	<ul style="list-style-type: none"> <li>• Parent &amp; Student Feedback during SEND Reviews and forums.</li> </ul>

### **Aim 3: Increase access to information.**

Parents/Carers who have difficulty receiving information, due to a disability or difficulty, can receive information in the following ways:

- The Becket School website has a feature where text can be enlarged to support those who have a visual impairment
- Physical letters are available in large print as requested
- Parents/Carers can ask school colleagues questions about Physical letters and Parent Mail if they do not understand the contents
- Specific system in place to text/e-mail parents who have a hearing impairment.

Students who have difficulty receiving information, due to a disability or SEN, can receive information in the following ways:

- Reasonable adjustments made in the classroom as per our Core Offer to ensure curriculum and pastoral information is accessible.
- Liaising with the Schools & Families Specialist Services – Visual Impairment Team to identify and implement reasonable adjustment for students with a visual impairment. This includes the sourcing assistive technology which is made available to students with visual impairments (e.g. magnifier) as required.
- Liaising with the Schools & Families Specialist Services – Hearing Impairment Team to identify and implement reasonable adjustment for students with a hearing impairment. This includes the sourcing assistive technology which is made available to students with hearing impairments (e.g. radio aid) as required.

**Action plan:** This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

DEVELOPMENTS TO IMPROVE ACCESSIBILITY	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE	MONITORING & EVALUATION
Enhance advice on technology or services available to help translate school information for parents/students who speak English as an additional language.	Develop and publish advice which highlights translation services and applications that Parents/Carers who speak English as an Additional Language can use to access school communications.	EAL Co-Ordinator	July 2022 (Reviewed Annually)	Parent/Carer feedback.
Provide formal advice on where/how to ask for help in reading and/or understanding school communication.	Develop and publish advice which informs Parents/Carers how they can be supported in understanding communication.  To be shared within SEN Information Report, SEND Review Process and Social Media.	Office Manager / SENCo	July 2022	Parent & Student Feedback during SEND Reviews and forums and/or other contact with school.
Review current resources in departments to check for accessibility for students with learning difficulties and/or impairments which impact access to text.	Audit resources in departments to check for accessibility.	Leaders of Learning / SENCo	July 22 Resources to be reviewed on an agreed basis	Student Feedback

## Monitoring arrangements

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

It will be approved by the governing board.

<b>Date Issued</b>	17/03/2022
<b>SEND Governor Lead</b>	Mr A Solomansz
<b>Nominated Lead Member of Staff</b>	Mr P Mullins & Mr P Greig
<b>Review Cycle</b>	Statutory – Every 3 Years Interim Reviews to take place annually
<b>Next Statutory Review Date</b>	March 2025
<b>Next Interim Review Date</b>	March 2023
<b>Author</b>	Mr P Mullins

## Links with other policies

This accessibility plan is linked to the following policies and documents:

- [Risk assessment policy](#)
- [Health and safety policy](#)
- [Equality Policy Statement](#)
- [Special Educational Needs \(SEN\) Information Report](#)
- [Special Educational Needs Policy](#)
- [First Aid Policy](#)

## Appendix 1: Accessibility Audit Template

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
<b>Number of storeys</b>				
<b>Corridor access</b>				
<b>Lifts</b>				
<b>Parking</b>				
<b>Entrances</b>				
<b>Ramps</b>				
<b>Toilets</b>				
<b>Reception area</b>				
<b>Internal signage</b>				
<b>Emergency escape routes</b>				