



# **Accessibility Policy and Plan 2021-2024**

## **Beckfoot Upper Heaton**

**Beckfoot  
Trust**

**Approved by:** Mrs Alison Smith

**Date:** 26/05/2021

**Last reviewed** November 2021 **on:**

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## 1. 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 and reflects the Beckfoot Trust's values and core purpose.

### Trust Values

Every learner should enjoy contributing to their school, learn enthusiastically and succeed beyond expectations. We call this **Enjoy - Learn – Succeed**

### Trust Core Purpose

Beckfoot Trust schools will create remarkable learning environments in which students expect success because of their ambitious attitude to learning, the challenge provided by staff and the support they receive at home.

This accessibility policy forms part of and contributes to the successful implementation of the SEND Strategy across the Beckfoot Trust which will:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between learners with SEND and learners without SEND.

The plan will be made available online on the school 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.

We work closely with the Local Authority and in partnership with external agencies and support services to ensure that all of our learners can access the full range of educational provision that our school has to offer. Where appropriate we will seek specialist advice to inform the planning of reasonable adjustments but most reasonable adjustments.

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 pupils, staff, parents and Local School Committee members.

## 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 Action Plan

Issue	How to be Addressed	Who is Responsible	Priority* (H, M, L)	Date Completed
C12	Review of colour systems within school – mindful of visually impaired	A Smith, J Jepson, LRR, Jake Large.	L	On-going as part of decorating program
C9	Review of grab rails around school & in specialist areas.	A Smith, J Jepson, LRR, Jake Large.	L	Summer 2022.

D3	Set up key issues list and monitoring programme, via Every.	A Smith, J Jepson, Jake Large	M	31/12/2022.
D9	Audit of pupil needs for new starters & number of EHCPs	SENDCo appointment 05/2022. Alison Smith, J Jepson & Jake Large (LOR for works)	M	Summer 2022.

**\*High** – Immediate concern affecting current pupil or member of staff, needs immediate action

**Medium** – Issue that it is practicable to address, to be programmed in

**Low** – Desirable outcome to be put in place if resources allow

## 4. 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 Local School Committee and the Headteacher.

## 5. Links with other policies

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

- Beckfoot Trust Health and Safety Policy
- Beckfoot Trust SEND Strategy
- Bradford Council Risk Assessment and Risk Management Guidance:  
<https://www.bradford.gov.uk/hands>
- School's Special Educational Needs (SEN) Information Report
- School Policy on Supporting pupils with medical conditions policy

## Appendix 1: Beckfoot Trust Accessibility Audit Tool.

### A. External Access /Physical Environment

No.	Issue	Yes / No / NA / Notes. (Transfer to Action Plan if Appropriate)
A1	Is disabled parking available (which is not abused)?	YES
A2	Is there wheelchair access to main school entrance?	YES
A3	Is the playground an even surface?	YES
A4	Is the playground equipment suitable for children with visual and/or hearing difficulties?	N/A
A5	Are pathways safe?	YES
A6	Are the outside lights in working order?	YES

### B. Access to the building(s)

No.	Issue	Yes / No / NA / Notes. (Transfer to Action Plan if Appropriate)
B1	Are automatic doors sign posted?	YES
B2	Are external buzzers to reception in working order?	YES

### C. Internal Environment

No.	Issue	Yes / No / NA / Notes. (Transfer to Action Plan if Appropriate)
C1	Are door handles contrasted to doors?	Silver on Grey
C2	Are all doors wide enough for wheelchairs?	YES

C3	Is there adequate space around doors / on landings / in corridors for wheelchair users?	YES
C4	Is there a hearing loop system?	NO
C5	Is signage appropriate for the visually impaired?	Contrasted, bold signage. Visitors – buddy system.
C6	Is there a disabled toilet?	YES
C7	Are there disabled washing / changing facilities?	YES
C8	Are children's toilets suitable for wheelchairs?	YES
C9	Are grab rails fitted where necessary to aid movement around school?	NO
C10	Are classrooms organised to provide participation and independence of all pupils?	YES
C11	Is there any specialised equipment to benefit individual pupils and staff? Is it properly maintained? (e.g. all lifts, hoists and slings used to lift people must be serviced and checked for safety <b>every 6 months</b> ).	YES as per pupil / staff need (i.e. visual alarm system toilets)
C12	Is there appropriate use of colour schemes for internal decorations to benefit pupils, staff or visitors with visual impairment?	Contrasting colours for doors, floors, walls, handles. Visitors – buddy system.
C13	Are there adequate arrangements, such as lifts and ramps, so that wheelchair users can access all levels of the school building?	YES

#### D. Other Provisions/Training

No.	Issue	Yes / No / NA / Notes. (Transfer to Action Plan if Appropriate)
D1	Have disability issues been fully taken into account in the fire risk assessment and evacuation plan for the building?	YES – PEEPS in place for identified children

D2	Are personal emergency evacuation plans (PEEPS) put in place for all staff and pupils who need them? Are these put in place quickly and reviewed regularly?	YES PEEPs for children / Adults & RAs where required.  Use of refuse areas in stairwells in case of fire.
D3	Is there an audit of pupil / staff needs?	Pupil as part of the new child induction and SEN need, to be reviewed 2022, in line with new SENDCo appointments.  Staff as part of induction / Occupational Health / as need arises  Monitoring list of key issues.
D4	Are there any provisions for pupils / staff with specific special needs?	YES
D5	Is written information available in alternative formats?	Some areas of braille.
D6	Has there been training for staff on disability issues?	YES Training for wheelchair user, Manual handling training for some staff. Every Training for medical needs to all staff.