



Beaucroft School

Accessibility Plan

March 2021 to March 2022

Date agreed: March 2021

Review date: March 2022

Developed by: SLT

Approved by: Governors

1. Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school Accessibility Plan.

2. School context

The Aims of the School are:

- To encourage a support culture amongst pupils and all who work in school in their approach toward common and individual goals.
- To provide the best possible learning environment so that each pupil may realise his/her full potential.
- To respond to the pupil's individual needs as outlined in their statement of special educational needs.
- To enhance the self-esteem of pupils by creating opportunities for success.
- To give pupils respect and show that they are valued.
- To give all pupils access to the National Curriculum in ways appropriate to their abilities and age.
- To extend curricular activities by providing a variety of learning experiences by exploring the wider community through residential; visits; community work; work experience; college links and links with other schools.
- To give pupils the opportunity to make choices.
- To provide consistency and stability during school time.

- To prepare students for appropriate post 16 opportunities and encourage lifelong learning.

3. Vision and aims

Our aim is for everyone at Beaucroft to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

4. Objectives

At Beaucroft, all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

6. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Current pupil data shows that at the start of the 1.9.21 academic year, 100 % percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

Beaucroft School is a special needs school for children with complex needs and learning disabilities.

7. Audit

To help us develop our Accessibility Plan, we will be undertaking an environmental audit of Beaucroft School during 2022.

8. Consultation

In developing our Accessibility Plan, we will be consulting with:

- our pupils
- parents and carers
- our SEND support staff
- other staff at the school, including the leadership team
- our governing body
- relevant specialist services.

9. Current good practice

Access to the curriculum

At Beaucroft, we have improved access to the curriculum for pupils with a disability through the following means:

- Different curriculum models – Pre-Formal, Semi-Formal, Formal and Nurture.
- Topic based approach providing stimulating learning experiences. The same overall topic is covered by all curriculum models ensuring that classes can use a variety of approaches to support individualisation and accessibility.
- Using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- Links to Individual EHCP's and outcomes specifically in the five key areas of learning – Communication, SEMH, Independence, Cognition and Learning and Physical and Sensory.

- Varied and frequent use of the local and extended community, giving the pupils opportunities to transfer knowledge, skills, and concepts into real life settings.
- Use of therapies including SaLT, OT, physio, play therapy and music therapy.
- Differentiated group and individual lessons and resources.
- Learning beyond the classroom – contextualised trips and visits, exploring the community, residential outings, and parent/carer liaison.
- Total communication approach including PECS, symbols, signalong, AAC and intensive interaction.
- Personalised learning including assessment learning journey, EHCP's, annual reviews, individual targets, and outcomes.
- Therapeutic approach to behaviour management (Dorset STEPS) including Behaviour support policy, individual roots and fruits and individual risk management plans.
- Offering a Continuing Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD, epilepsy, attachment disorder and other conditions on learning.

The physical environment

At Beaucroft, we have improved the physical environment of the school to increase access for pupils with a disability by:

Adding a child friendly woodland path and environment between Post 16 and the main school.

Access to information

At Beaucroft, we make written information more accessible to pupils with a disability by:

- Modifying written information so that this is available in an appropriate format for pupils with a visual impairment.
- Adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour.
- Using social stories and picture symbols to explain school rules for pupils who benefit from this.
- Total communication approach including PECS, symbols, signalong, AAC and intensive interaction.

10. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy.

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Beaucroft for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Local Authority in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored through the Governing body policies.

The Beaucroft complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

| Increasing access to the curriculum | | | | | | |
|--|--|--|-------------------------|--|--|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| <p><i>Classroom activities and resources need to be planned and prepared to ensure that pupils with a dyslexia diagnosis can actively participate.</i></p> | <p><i>Member of staff team to complete Dyslexia course and support Beacroft staff team as required with suggested strategies / interventions to ensure the curriculum offer is fully inclusive.</i></p> <p><u><i>Modified resources and teaching strategies to include:</i></u></p> <p><i>Audio books.</i></p> <p><i>Use of technology to support writing e.g., coloured keyboards.</i></p> <p><i>Use of Apps to support pupil's literacy skills e.g. Nessy/</i></p> <p><i>Multisensory lessons.</i></p> | <p><i>Co Headteachers</i></p> <p><i>All staff, including support staff.</i></p> <p><i>SENCO</i></p> <p><i>Co Headteachers and responsible Governor</i></p> | | <p><i>Pupils and their families feel supported, and their needs are understood.</i></p> <p><i>Pupils with dyslexia have increased access to an appropriate curriculum.</i></p> <p><i>Pupils with dyslexia actively engage with curriculum activities and achieve in line</i></p> | | |

| Increasing access to the curriculum | | | | | | |
|-------------------------------------|----------------------------|---------------------|-------------------------|--|--|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| | | | | <p><i>with their ability.</i></p> <p><i>Staff are confident in meeting the needs of pupils with dyslexia and know how to support them.</i></p> | | |
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| Improving the physical environment | | | | | | |
|--|--|---------------------|-------------------------|-----------------|--|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| Adding Highlighting tape to all thresholds / steps and yellow paint to edges of pathways for people with reduced vision. | Areas to be first identified and secondly taped and painted around site. | Site manager | December 2021 | £100 | All areas will be taped and painted as required. | |
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| Making written information more accessible | | | | | | |
|---|---|--------------------------|-------------------------|--|--|---------------|
| What needs to be done? | How will this be achieved? | Who is responsible? | When will this be done? | Cost (estimate) | How can we tell if this is successful? | Date complete |
| Reviewing our school website and providing a 'listen to' function for key documents such as policies. | Website lead to research software and update website to include 'listen to' function. | Website Lead Co-Heads | April 2022 | Website to have 'listen to' function for key information in place by April 2022. | | |

Making written information more accessible

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| Document version control | |
|---------------------------------|--------------------------------------|
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