

# **Beaucroft Foundation School and College Accessibility Plan**

**September 2025  
to  
September 2028**

**Date agreed:** March 25

**Review date:** March 28

**Developed by:** Rob Sallows Deputy Headteacher

**Approved by:**

Joe Barnett @ Diane Marakriou Co-Headteachers

Noel Harrison Chair of Governors

## **1. Introduction**

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

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

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

- a) increase access to the curriculum
- b) improve the physical environment of the school
- c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

## **2. Vision and aims**

Our aim is for everyone at Beaucroft School and College to feel part of the school community. We are committed to making our school as accessible as possible. 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. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

### **3. Objectives**

At Beacroft Foundation School and College, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
  - a) the child
  - b) persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

### **4. School context**

Beacroft is a Foundation Special School and College that caters for 232 children and young people between the ages of four and nineteen who are experiencing learning difficulties, including complex needs, and those with an Autistic Spectrum Disorder. Our pupils' needs range vastly and we are dedicated to giving the very best education to the children that they deserve.

Beacroft is a special place, where children feel valued, and staff ensure that learning needs are met. In addition to the National Curriculum, it offers a personalised, innovative curriculum to meet particular learning needs, focused on practical, community-based learning, creating a friendly, caring environment where children positively thrive.

Our Vision, Aims and Values and Mission are shared below

#### **Vision:**

Every student to engage, enjoy and achieve. Developing self-esteem and resilience in preparation for adulthood.

Engage, Enjoy, Achieve!

## **Our Aims and Values:**

Our aims and values for our Beaucroft Community are to be:

Thoughtful and Caring, Happy and SAFE, Resilient, Independent, Valued, Empowered

## **Our Mission:**

Our vision is achieved by providing an inclusive, vibrant and supportive community-based provision.

## **5. Pupil data**

We ask for information about any disabilities or health conditions in early communications with new parents and carers. This information is primarily supplied through the EHCP and medical forms. We also carefully observe our pupils' progress through and communicate through daily diaries, teacher parent consultations and the annual review process.

Current pupil data shows that at the start of the 24/25 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 is a school for pupils with a wide range of complex needs. All pupils have a learning disability which may be connected to a specific diagnosis such as autistic spectrum disorder or downs syndrome or be a consequence of a traumatic injury. We have a number of pupils who have significant Social Emotional Mental Health needs impairing their ability to effectively communicate or interact appropriately in social communication. We also have pupils with medical needs such as gastrostomy PEG and physical impairments. These medical needs alone would not represent a disability but due to the pupil's learning disability pose a significant challenge to their independence.

## **6. Audit**

To help us develop our Accessibility Plan, we undertook an environmental audit of Beaucroft School and College. This told us that:

### **Increasing access to the curriculum**

- 100% of responses to the audit agree that Beaucroft offers a curriculum the meets the diverse needs of the pupils within the school.

### **physical environment of the school**

- The lack of automated doors especially at the college site make it difficult to manoeuvre wheelchairs through fire doors and doors with Keypads.
- Lack of space within student kitchen areas at the college restrict wheelchair use.

## **Making information more accessible**

- 100% of responses to the audit stated that information provided was in a format that all pupils could access.

## **7. Consultation**

In developing our Accessibility Plan, we have consulted with:

- our pupils
- staff

These consultations told us that:

- The adventure play area is not easily accessible for pupils in wheelchairs.
- Limited space for 1:1 intervention such as OT.
- No lift in double storey block
- Lack of storage space for disability aids e.g. wheelchairs
- Limited access to astro pitch

## **8. Previous actions**

### **Access to the curriculum**

During the period of our previous Accessibility Plan, we 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/carers 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**

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

- Marking raised features with yellow paint so they can be more easily identified by our visually impaired pupils.
- Added changing tables to existing site changing facilities.
- Ensured the new college site was all on one level for easy wheelchair access and installed ramps where this was not possible.
- Installed wheelchair accessible worktops, sinks and hobs in kitchens at both the school and college sites

## **Access to information**

During the period of our previous Accessibility Plan, we made 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.
- Made it policy that all staff carry communication visuals.

## **9. Sources of advice and information**

Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

When needed we seek advice and information from professional bodies and the local authority e.g. Lyndsey Lanham, Moving and handling advisor.

## **10. 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 and safety policy (including off-site safety)
- Behaviour policy
- School development plan

## **11. Implementation and monitoring**

Our Accessibility Plan shows how we will continue to improve accessibility Beaucroft School and College 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 senior leadership meetings that take place weekly.

This Accessibility Plan runs for 3 years and will be updated in March 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Beaucroft School and College complaints procedure covers the Accessibility Plan.

## 12. Accessibility Action Plan

### Increasing access to the curriculum

Outcome 1			
What outcome do we want to achieve?	Increased access to laptops and iPad		
What actions will we take to achieve this?	Look at IT budget		
How can we tell if this is successful?	Audit of IT resources and improved access		
When will this work be done?	End of summer 2025		
Approximate cost	£11,470.00		
Responsible person(s)	IT manager	Date complete	

Outcome 2			
What outcome do we want to achieve?	Provide all season outside educational space to provide areas for specific learning to self-regulate.		
What actions will we take to achieve this?	Obtain quotes		
How can we tell if this is successful?	Installation of outside canopies		
When will this work be done?	End of summer 2025		
Approximate cost	£9713.00		
Responsible person(s)	Deputy Headteacher	Date complete	

Outcome 3			
What outcome do we want to achieve?	Development of Introception curriculum.		
What actions will we take to achieve this?	Development of Introception Curriculum with OT and Play therapist, purchase of resources.		
How can we tell if this is successful?	Sessions will be monitored by OT		
When will this work be done?	On going		
Approximate cost	£200.00		
Responsible person(s)	Caroline Drew / OT	Date complete	Ongoing



## Improving the physical environment

Outcome 1			
What outcome do we want to achieve?	Automated internal doors to enable easy access for wheelchairs.		
What actions will we take to achieve this?	Investigation into viability		
How can we tell if this is successful?	Doors are installed		
When will this work be done?			
Approximate cost			
Responsible person(s)	Site Manager	Date complete	

Outcome 2			
What outcome do we want to achieve?	Increase access to astro pitch for wheelchair uses.		
What actions will we take to achieve this?	Obtain quote for a gate to be placed in boundary fencing.		
How can we tell if this is successful?	Gate in installed.		
When will this work be done?	When new astro-turf is installed		
Approximate cost	£300.00		
Responsible person(s)	Site Manager	Date complete	

Outcome 3			
What outcome do we want to achieve?	Refurbishment of the wheelchair accessible vegetable plot.		
What actions will we take to achieve this?	Clearing of waste and replacement of vertical support posts		
How can we tell if this is successful?	Pupils with physical impairments are able to access the plot when seated.		
When will this work be done?	2025/26		
Approximate cost	£1000.00		
Responsible person(s)	Site manager	Date complete	

## Making information more accessible

Outcome 1			
What outcome do we want to achieve?	Installation of communication boards within key areas		
What actions will we take to achieve this?	Key visuals/ symbols need to be chosen with appropriate locations e.g. playground, swimming pool etc.		
How can we tell if this is successful?	Pupils are using communication boards to express wants and needs.		
When will this work be done?	Summer 2025		
Approximate cost	£450.00		
Responsible person(s)	Communication Lead	Date complete	

Outcome 2			
What outcome do we want to achieve?	All staff to carry communication cards during school hours to support communication for non-verbal students and those with heightened anxiety.		
What actions will we take to achieve this?	Key visuals need to be chosen cards, printed and laminated for lanyards and key fobs.		
How can we tell if this is successful?	Staff are using visuals around school to support interaction.		
When will this work be done?	Summer 2025		
Approximate cost	£350.00		
Responsible person(s)	Communication lead	Date complete	

Outcome 3			
What outcome do we want to achieve?	Increased access to iPad for pupils that use Proloquo2Go		
What actions will we take to achieve this?	Look at IT budget		
How can we tell if this is successful?	Audit of IT resources and improved access		
When will this work be done?	End of summer 2025		
Approximate cost	£825.00		

<b>Responsible person(s)</b>	IT manager	<b>Date complete</b>	
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