



Beechview Academy

ACCESSIBILITY PLAN: 2022 - 2025

ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2022 - July 2025.
2. We are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Beechview Academy plans, over time, to continue to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include web-based publications, hand-outs, timetables, booklets, letters and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
5. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies and documents:
 - Equalities and disability
 - Curriculum policies
 - Teaching and Learning Policy
 - Staff Development/CPD
 - Health & Safety (including off-site safety)
 - Special Educational Needs
 - Behaviour Management & Anti Bullying
 - School Improvement Plan
 - Disabled Access audit
 - School Website and Mission Statement
7. The Action Plan for physical accessibility relates to the Access Audit of the School, which should be undertaken regularly by the Local Authority or MAT. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for governors' committees will contain an item on "having regard to matters relating to Access".
9. The School website will make reference to this Accessibility Plan.
10. The Annual SEN Report (Local Offer) will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Plan will be monitored through the Finance, Health & Safety Committee of the Governing Body.
13. The school will work in partnership with the local education authority in developing and implementing this plan and will adopt in principle the Buckinghamshire Local Authority guidelines.
14. The Plan will be monitored by Ofsted as part of their inspection cycle.

NOTE: - Schools must meet the requirements of the Disability Equality Scheme.

ACCESSIBILITY ISSUE	CURRENT SITUATION	SHORT/MEDIUM TERM PLAN	LONG TERM PLAN
PHYSICAL			
MOBILITY	<ul style="list-style-type: none"> ■ Wide steps and metal handrails lead to the playground areas. Due to gradients of the school location there are still a number of challenges facing those with impaired mobility: Emergency evacuation plan means walk up hill to local church – exhausting for pupil with mobility difficulties All new doors to be fitted with finger guard hinges to prevent children from having accidents. ■ Steep incline via path to pond area. 	<p>PEEP conducted for any child requiring access through main gate and playground to side hall entrance presently.</p> <p>As doors replaced finger guards to be fitted. 4 external doors upgraded Aug 18. Teacher to assess as required.</p>	<p>Ramp to front door to be constructed to allow access.</p> <p>Examine possible improved access between playground areas & hence top & lower floor of school.</p>

	<ul style="list-style-type: none"> ■ School has termly Occupational Health/SEN reviews where pupils are assessed for their needs. 		
SIGHT	<ul style="list-style-type: none"> ■ The photocopier can enlarge text to aid the visually impaired. ■ Children who wear glasses are reminded constantly by staff to wear them at the right time. ■ i-Pads to be used to enlarge texts. 		

COMMUNICATION	<ul style="list-style-type: none"> ■ Support from Speech and Language therapist to teach sign language for pupils with communication difficulties, as required. ■ Termly Speech and Language therapist visit to discuss strategies for pupils with difficulties with communication, as required. <p>SENDCO to ensure that all provision is in place for pupils and adults with communication difficulties.</p>	■	
HEARING	<ul style="list-style-type: none"> ■ SENDCO to ensure that all provision is in place for pupils and adults with communication difficulties. 		
SENSORY	<ul style="list-style-type: none"> ■ SENDCO to ensure that all provision is in place for pupils and adults with communication difficulties. 		
CURRICULUM			
TRAINING	<ul style="list-style-type: none"> ■ Provide training for teachers on differentiating the curriculum to provide opportunities for all pupils to achieve the best of their ability 	CPD for all staff ongoing by SENDCO	Review and target CPD as required.
INCLUSIVE	<ul style="list-style-type: none"> ■ All activities fully inclusive 		
Communication	<ul style="list-style-type: none"> ■ Improve paperless communication within school ■ Scope of communication produced & use of LA services for conversion of written information into alternative formats. 	Keep website up to date, issue paper letters only to eldest in sibling groups. Review current publications & utilise service as required.	

Review date July 2025