

Accessibility Plan

Beech Hill School



Approved by: Local Governing Body

Date: January 2025

Written by: Samantha Bowling

Last reviewed on: December 2024

Next review due by: December 2027

Contents

| | |
|--------------------------------------|----|
| 1. Aims..... | 2 |
| 2. Legislation and guidance | 4 |
| 3. Action plan | 5 |
| 4. Monitoring arrangements | 10 |
| 5. Links with other policies | 10 |
| Appendix 1: Accessibility audit..... | 11 |

.....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Curriculum access - Increase the extent to which disabled pupils can participate in the curriculum at Beech Hill School

- Every attempt is made to ensure that pupils with disabilities participate fully in all aspects of school life, including trips and residential visits. Risk assessments detail the additional staffing and resources required, individual risk assessments are produced to meet individual's specific needs.
- Access arrangements are made for Key Stage 2 SATs including extra time, large print booklets, amanuensis and readers
- Beech Hill works closely with external agencies and services to provide support in meeting individual children's needs with high expectations for their learning, progress and achievement.
- Children are supported by additional adults with appropriate skills and training.

Physical access - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided at Beech Hill School

- The main entrances are accessible by wheel chair, with disabled access through the ground floor level of the main building.
- The lower level (reception and year 1) is accessible by wheel chair, with disabled access through the lower level of the main building.
- There is a platform lift which allows access from the lower level to the hall level.
- There is a lift which allows access from the ground floor of the KS2 building to the first floor of the KS2 building.
- There is a disabled toilet facility in the main entrance of the building, and a further disabled toilet changing facility, including changing bed in the lower level of the main building.

- In the KS2 boys toilets there is a grab handle fitted to one cubical.
- Where required, PEEPs are in place for individual children to support their needs.
- There are two disabled parking bays in the school car park.
- Beech Hill works closely with external agencies and services to ensure that the necessary changes in the classroom and wider school environment are made to accommodate individual pupil's needs.

Information access - Improve the availability of accessible information to disabled pupils at Beech Hill School

- Visual timetables are used to support transitions during the school day.
- Visual prompts and stimuli are used in lessons to support children with specific needs
- Communication boards and books are used around school to support children with specific needs
- Weekly newsletters are used to keep parents informed of upcoming events. These are available on the website and as paper copies, when requested by specific parents.
- Half termly SEND newsletters are used to keep parents informed around specific information and events. These are available on the website and as paper copies, when requested by specific parents
- All class teachers use Seesaw to keep parents informed of upcoming events, their child's progress and work in class.
- A text messaging service is used to inform and remind parents of upcoming events.
- Where necessary, letter are translated for children, parents and carers.

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.

Beech Hill School is one of the largest primary schools in Calderdale with over 530 children on roll.

In the 1960's the original school was built and since then has undergone a number of extensions to enable us to accommodate more pupils.

Life at Beech Hill School is underpinned by our belief that human potential is not predictable and that children's futures are unknowable. We firmly believe that children don't fit into a predefined group and therefore focus on learning rather than attainment – 'Learning without Limits'. We have a deep belief in the learning capacity of everyone in school and that teaching, learning and assessment is not purely the responsibility of the class teacher but that of the Teaching Team.

At Beech Hill School the word 'can't' in terms of learning doesn't exist. Children just simply 'can't yet' and it is the job of the teaching team to ensure that all children 'can'.

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.

The 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, 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 parents, pupils, staff and governors of the school.

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.

Many of the protected characteristics under the Equality Act are also considered to be special category data under the Data Protection Act and, therefore, extra care will be taken to ensure the security of this personal information.'

3. Action plan

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

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|--|---|---|-----------------------------------|---|
| Increase access to the curriculum for pupils with a disability | <p><i>Beech Hill offers an adapted and differentiated curriculum for all pupils across all subjects.</i></p> <p><i>Children are integrated in the classroom</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>We use resources, provided by external agencies, such as ASD Team, Occupational Therapist, Physiotherapist, Hearing Impairment Team, that are tailored to the needs of pupils who require support to access the curriculum.</i></p> | <p>To complete observations on class teachers and look in books to find evidence of differentiation and accessibility for pupils with a disability</p> <p>To engage with external agencies supporting pupils with disabilities to access the curriculum in</p> | <p>Termly typicality weeks</p> <p>Termly book scrutinies</p> <p>Half termly mini book scrutinies – upper/lower school</p> <p>Timely feedback to teachers</p> <p>Liaise with HI Team and ASD Team regarding support and resources required</p> | <p>SLT SENDCo English and Maths Coordinators</p> <p>Class Teachers SENDCo</p> | <p>Every term</p> <p>On-going</p> | <p>Children are set adapted work suitable for their level</p> <p>Children have the correct resources so they are able to access lessons</p> <p>Staff are trained and support the needs of the disabled children in school</p> <p>All children feel included in the classroom</p> <p>We are a fully inclusive school</p> |

| | | | | | | |
|------------------------------------|---|---|--|---|-----------------------------------|--|
| | <p><i>Curriculum resources include Forest School, SEND Sensory Room and working in smaller groups or having 1:1 support</i></p> <p><i>Beech Hill has 'resident' artists who bring skills to school and allow children to access the curriculum in different ways</i></p> <p><i>Curriculum progress is tracked for all pupils using Target Tracker or BSquared</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is currently been reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>All school visits and trips need to be accessible to all pupils</i></p> | <p>different ways</p> <p>To review the curriculum coverage for every year group and is accessible by all – medium term plans</p> <p>Teachers, TAs, SAs and Learning Mentors to have appropriate training to support specific needs/disabilities in their class/year group</p> | <p>Subject Managers monitor and access against the curriculum and how it is accessed</p> <p>Subject Manager meetings with Curriculum Manager to discuss coverage</p> <p>Liaise with external agencies for teacher training, knowledge and support.</p> <p>Epipen and Asthma training</p> <p>TAs used to support appropriate children</p> <p>Learning mentors deployed to support identified children</p> | <p>Subject managers</p> <p>Class Teachers</p> <p>SENDCo</p> <p>First Aiders</p> | <p>Every term</p> <p>On-going</p> | |
| <p>Improve and maintain access</p> | <p><i>The school's internal and external environment is</i></p> | <p>Ensure access for all pupils across the</p> | <p>Regular risk assessments</p> | <p>Trust Facilities</p> | <p>On-going</p> | <p>All children have access to all areas</p> |

| | | | | | | |
|------------------------------------|--|--|---|--|---|--|
| <p>to the physical environment</p> | <p><i>adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Playground and equipment</i> • <i>SEND sensory room</i> • <i>Ramps to the main office, playground and huts</i> • <i>Elevators in Upper School building</i> • <i>Platform lift in Lower School building</i> • <i>Wide corridors</i> • <i>2 Disabled parking bays</i> • <i>2 Disabled toilets</i> • <i>Grab handles in some toilets that are accessed by specific children</i> • <i>Provision of particular furniture and equipment to improve access</i> | <p>site</p> <p>Regular inspection of the school grounds, internal and external, to ensure free and safe movement of all children</p> <p>To consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p> <p>To ensure correct furniture and equipment is available for children with</p> | <p>carried out and guidance given on modification required by local special school</p> <p>Regular inspection of the school site, internally and externally.</p> <p>When required</p> <p>Open communication with OT and PT regarding furniture and equipment needed for specific</p> | <p>Manager and his site team</p> <p>SLT</p> <p>SENDCo</p> <p>Trust Facilities Manager and his site team</p> <p>SLT</p> <p>SLT</p> <p>Governors</p> <p>Trust Facilities Manager and his site team</p> <p>SENDCo</p> | <p>On-going</p> <p>On-going</p> <p>On-going</p> | <p>of the school</p> <p>Health and safety issues are rectified and plat form lift installed</p> <p>To have a larger disabled toilet and changing facility in school</p> <p>Specific children to have correct furniture and equipment to access school</p> <p>All pupils are involved at playtimes and able to access equipment</p> <p>Any redesigned areas or new areas are accessible for everybody</p> |
|------------------------------------|--|--|---|--|---|--|

| | | | | | | |
|--|---|---|---|--|---|---|
| | | <p>disabilities via the NHS service team</p> <p>To ensure all children feel involved at playtime</p> | <p>children in school</p> <p>Playground layout to be improved and designed with physical impairments in mind</p> <p>Adults on duty to encourage children to become involved and play games</p> <p>Continued development of OPAL</p> | <p>SLT Lewis Hoyle School Council Trust Facilities Manager and his site team</p> | <p>On-going</p> | |
| <p>Improve the delivery of information to pupils with a disability</p> | <p><i>Beech Hill uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>Internal signs on classroom doors</i> <i>Letters provided in different languages were necessary</i> <i>Large print resources available, including test papers</i> | <p>To ensure annual training is delivered to those members of staff who are using Radio Aids delivered by the HI Team</p> <p>To identify the appropriate format needed and take into account the childrens'</p> | <p>Book in annual training with HI Team for Radio Aid</p> <p>Year 6 team to order in preparation for KS2 SATS</p> | <p>SLT SENDCo</p> <p>SLT Year 6 team AHT Upper</p> | <p>Annually – September</p> <p>Annually – January</p> | <p>All children to have access to appropriate IT facilities to meet their needs</p> <p>All children will have access to communication methods to suit their needs</p> |

| | | | | | | |
|--|--|--|--|-----------------------------|-----------------|--|
| | <ul style="list-style-type: none"> • <i>Ipads</i> • <i>Additional time for tests when required</i> • <i>Radio Aids</i> • <i>SEND Sensory Room</i> • <i>Makaton</i> • <i>Pictorial aids</i> • <i>Scribes</i> • <i>Widgit</i> • <i>Communication boards</i> • <i>Communication books</i> | <p>impairment, preferences expressed and access arrangements</p> <p>Where appropriate, children have access to IT facilities to meet their needs and enable access to the curriculum</p> | <p>Open communication with OT regarding furniture and equipment needed for specific children in school</p> | <p>school</p> <p>SENDCo</p> | <p>On-going</p> | |
|--|--|--|--|-----------------------------|-----------------|--|

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 Beech Hill's Governing Body and the Co-Headteachers.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Family of Learning Trust Equality policy
- SEND Policy
- Special educational needs and disabilities (SEND) information report
- School visits policy
- Data Protection Policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|--|---|--|-----------------------------|
| Number of storeys | Upper School building 3 floors (lower, ground and first floor levels) Y2/3 building area – Ground floor level Y1/Reception area – Ground floor (Lower Level) Nursery – Ground floor The stair cases are wide with handrails at both sides. | Improve access to the hall for wheelchair users – platform lift – when and if required | Trust Facilities Manager and his site team | When and if required |
| Stairs | Handrails on both sides Wide stair wells No-slip flooring Yellow strip marking | Monitor the step surfaces for a good state of repair and non-slip, even when wet Renew yellow strip mark step edges when needed Ensure that there are no unnecessary obstructions on the stairs | Trust Facilities Manager and his site team All staff - obstructions | On-going |
| Corridor access | Wide corridors in school building | Monitor the corridor floors are in a good state of | Trust | On-going |

| | | | | |
|--------------|--|--|---|----------|
| | Non-slip flooring | <p>repair and non-slip, even when wet</p> <p>Monitor any man hole covers are flush to the floor and there are no raised lips</p> <p>Ensure that there are no unnecessary obstructions in the corridors</p> | <p>Facilities Manager and his site team</p> <p>All staff - obstructions</p> | |
| Lifts | <p>1 in Upper School building (outside 147 on ground floor and 144 on first floor)</p> <p>Platform lift in SEND Sensory Room (46)</p> | <p>Annual service for lifts</p> <p>Secondary energy source – battery pack in the event of power failure</p> | Trust Facilities Manager and his site team | On-going |
| Parking bays | 2 disabled parking bays in the school car park outside the office door which are clearly marked out, signed and easily identifiable. | <p>The bays have been repainted in August 2018 – No action needed at present</p> <p>Monitor signage and paintwork is in a good state of repair and easily visible</p> | Trust Facilities Manager and his site team | On-going |
| Entrances | <p>The main entrance (138) is clearly distinguishable from the façade of the building with the glass visible when closed.</p> <p>The door slowly slides open permitting passage for a wheelchair.</p> <p>From the outside, the door is opened by a fob, or by a member of the office staff.</p> <p>From the inside, the door is opened by a 'touch' sensor pad at waist height.</p> <p>The floor in the entrance is slip-resistant with a small carpeted area that is joined using a</p> | <p>Monitor the entrance floors are in a good state of repair and non-slip, even when wet</p> <p>Annual service on the electric door</p> <p>Ensure that there are no unnecessary obstructions in the entrances</p> <p>Ensure lighting is adequate</p> <p>Renew yellow strip mark step edges when needed</p> <p>Regularly replace broken blinds in classrooms and other spaces</p> | Trust Facilities Manager and his site team | On-going |

| | | | | |
|----------------|---|--|--|----------|
| | rubber trim that isn't raised. | | | |
| Internal Doors | <p>Fire proof doors</p> <p>Slow closing mechanisms on class room doors</p> <p>Finger guards on all doors</p> <p>Doors wide enough for wheelchair users</p> <p>Dorgard – on some doors</p> | <p>Monitor the doors are in a good state of repair and renew when needed</p> <p>Monitor, check and replace Dorgards when needed – ensure batteries are still working</p> | Trust Facilities Manager and his site team | On-going |
| Ramps | <p>Permanent ramp access to main entrance (138), which is graduated. There are handrails on both sides. At the bottom and top of the ramp there are textured paving.</p> <p>Permanent ramp access from playground to school building. There are handrails on both sides.</p> <p>Permanent ramp access to the outside huts (93/95). There are handrails on both sides.</p> | Monitor the ramps are in a good state of repair and renew when needed | Trust Facilities Manager and his site team | On-going |
| Toilets | <p>All toilet areas have slip-resistant floors</p> <p>Disabled toilet (123) - Emergency cord</p> <p>Reception toilets (51)</p> <p>SEND Sensory Room toilet</p> <p>Y1 toilets (25)</p> <p>Lower school girls (71)</p> | | Trust Facilities Manager and his site team | On-going |

| | | | | |
|-------------------------|---|--|---|----------|
| | <p>Lower school boys (73)</p> <p>Upper school ground floor (99/100) – grab rails installed in a set cubical</p> <p>Upper school first floor (114/115)</p> <p>Huts (91/92)</p> | | | |
| Internal signage | | <p>Renew yellow strip mark step edges when needed</p> <p>Regularly replace broken blinds in classrooms and other spaces</p> | Trust Facilities Manager and his site team | On-going |
| Emergency escape routes | <p>School has a visible as well as audible fire alarm system</p> <p>Most final exit routes are accessible to all PEEPs in place for specific children</p> | <p>During a recent inspection with building control, a number of issues were highlighted regarding escape routes.</p> <ul style="list-style-type: none"> • Correct signage needed at the fire exit (25) in the nursery corridor • Correct lock on the fire door exit (25) in the nursery corridor • No disabled exit at the front of the hall (24) • No 'carry chairs' for escape from first floor above corridor 61 or first floor of the upper school building • No | <p>Trust Facilities Manager and his site team</p> <p>PEEPs – Samantha Bowling</p> | |