



Accessibility Plan Policy 2021-2024

Beaufort School

Governing Body Approval date	28/03/2022
Review	3 years
Review Due	27/03/2024

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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.
 - Beaufort School is a community day special school for 86 primary aged children (2-11 years) with severe and complex learning difficulties. The school is situated four miles to the east of Birmingham City Centre. Pupils who come to Beaufort travel from various areas of the city on education transport. We are committed to ensuring the best possible education for our pupils and maintain strong community links. We collaborate closely with our federated partner, Langley School and our co-located partner, Colebourne Primary School; working together to achieve success for all.
 - All children who attend Beaufort School have an Education, Health and Care Plan, which is issued following a full assessment involving a range of professionals. Referrals to the school are usually made through 'SENAR', the Special Educational Needs Assessment Service, but informal approaches to the school are welcomed. We are occasionally able to offer a limited number of 'assessment' places whilst the statementing or EHC assessment process is undertaken.
 - 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, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Action plan

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

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
EYFs – lower school Redesign curriculum	To ensure that a new purposeful curriculum is planned, resourced and implemented to meet all the complex needs of all our learners	Have meetings with school staff to enable a curriculum to meet needs of pupils. This can include differentiating groups of children by needs and abilities. This will be ongoing in order to develop the curriculum.	Curriculum Lead	July 2023	Relevant, engaging Curriculum that meets the needs and abilities of all pupils
Redesign upper school (KS2) curriculum	To ensure that a new purposeful curriculum is planned, resourced and implemented to meet all the complex needs of all our learners	Have meetings with school staff to enable a curriculum to meet needs of pupils. This can include differentiating groups of children by needs and abilities. This will be ongoing in order to develop the curriculum.	Curriculum Lead	July 2023	Relevant, engaging Curriculum that meets the needs and abilities of all pupils

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Outside environment (new build)	To ensure that outside areas of Beaufort are suitable play and learning environments for our pupils	Planning and resourcing suitable play areas for our pupils. Some existing play equipment is unsuitable for the pupils and has been removed Forest School to be improved and fit for purpose	SLT	July 2023	Suitable outdoor equipment to support all pupils
To ensure total communication across the school	To ensure that all key areas of the school have appropriate communication and signage are available for all pupils	Audit of key areas in the school Improvement plans implemented Regular monitoring of improvements	SLT	July 2023	Total Communication across the school to ensure transitions are smooth and purposeful Communication for all pupils is appropriate and accessible
De-clutter of key areas in the school	To secure a safe and purposeful environment for all pupils to explore and learn	Storage to be provided to ensure sufficient storage at the school. Ensure routines of de-clutter at regular intervals are undertaken by staff in both builds	SLT	July 2022	Safer transitions will result in reduction of incidents. Less objects freely available in unsuitable areas of the school i.e. corridors. More space available for individual interventions, improving outcomes for pupils

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Level 4 TA to be a Therapy Lead	To have a one lead professional in the school to be a point of contact and a conduit of information between visiting professionals and school staff Staff to have greater understanding and information to make appropriate decisions regarding pupil's education at Beaufort School	Level 4 TA to be a point of contact for all visiting professionals, collating key information and advice given to support access	Wendy Ford	July 2022	Multi-disciplinary approach towards key goals and priorities for the school. School staff have greater access to professional training and advice Greater outcomes for pupils Greater oversight of impact of visiting professionals SLT to be able to assess value for money impact of visiting professionals

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 **[the governing board/committee name/governor name/the headteacher]**.

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
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

List any other related policies and procedures that the school has here.