



Accessibility Plan

Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Act replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of gender, race, disability religion or belief and sexual orientation”. According to the equality act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

In the Disability Discrimination Act 1995 (DDA) substantial means more than minor or trivial. Long-term means has lasted or is likely to last more than 12 months.

The definition of disability is broad and includes a wide range of impairments including:

- Autism
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Sensory impairments
- Speech and Language impairments
- Dyslexia
- Diabetes
- Epilepsy
- Obsessive Compulsive Disorder (OCD)
- Genetic developmental disabilities

This is not an exhaustive list and all those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis. All of our pupils would be included in this definition.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. At Bradford Beacon School we are committed to working together to provide an inspirational and exciting learning environment where all young people can develop an enthusiasm for life-long learning. We believe that pupils should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school’s website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Bradford Beacon School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education,

physical, sensory, social, spiritual, emotion and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Bradford Beacon School Accessibility Plan shows how access is to be maintained for pupils, disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical, including:

- Access to the curriculum for pupils, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are able-bodied pupils.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

The Accessibility Plan is published on the school website and be monitored through the Governance process.

The Accessibility Plan may be monitored by Ofsted during inspection in relation to schedule 10 of the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies:

- Person Centred Neurodivergence Affirming Behaviour Policy
- Curriculum Policy
- Equality and Diversity Policy
- Health and Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- CPD policy

Aims and objectives:

Our aims are to:

- Increase access to the curriculum for all pupils.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils/use of ACC.

Current good practice:

- All needs of each individual pupil are thoroughly understood by a comprehensive individual package which includes a range of professionals.
- Within the physical environment pupils have access to all areas of the school.
- All pupils access a broad and balanced curriculum adapted and personalised to their individual needs.

- Different forms of communication are made available to enable all pupils to express their views and to hear the views of others.

Access Audit

- Access to the site is via key fob and gated entry system.
- On-site car parking for staff and visitors includes dedicated disabled parking bays.
- **The main entrance is flat with automatic entry doors. It features a secure lobby and has been fitted with a low reception being fully accessible to wheelchair users.**
- There are disabled toilet facilities available in the main school building. These are fitted with a handrail and emergency pull cord.
- Toilet and washing facilities include toilet and hand basin sizing to reflect the age of pupils including smaller fittings for younger pupils.
- The main school is located on the ground and first floor with several entry access points. All doors are securely fastened on a fob system.
- **Access to the first floor in the main school building is via a lift. The lift is secured by a 4-digit key pad.**
- The school has internal emergency signage and escape routes which are clearly marked.

1. To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with local authorities and external stakeholders to review admissions.	<ul style="list-style-type: none"> Identify pupils who may need 'additional to' or 'different from' provision at enrolment. 	On-going	SLT	<ul style="list-style-type: none"> Access/equipment purchased for admission date.
To continue to review all statutory policies to ensure that they reflect inclusive practice and procedure.	<ul style="list-style-type: none"> Comply with Equality Act 2010. 	On-going	SLT	<ul style="list-style-type: none"> All policies clearly reflect inclusive practice and procedure.
To maintain close liaison with parents, carers and outside agencies for pupils with ongoing health needs E.g. severe asthma, epilepsy or mobility issues.	<ul style="list-style-type: none"> Ensure collaboration between all key personnel and stakeholders. Ensure that the medical needs of all pupils are met fully within the capability of the school. Timely sharing of information. 	On-going	SLT Clinical Team Health Outside agencies	<ul style="list-style-type: none"> Clear collaborative working approach.
To ensure all children with Autism have access to the curriculum.	<ul style="list-style-type: none"> Individualised multi-sensory teaching Regular parent / carer / stakeholder communication Create Autism friendly reporting visual including safeguarding concerns. Autism Friendly' environment including colour schemes, visuals and displays. 	On-going	All staff aware.	<ul style="list-style-type: none"> Individuals with Autism can access the curriculum.

Target	Strategies	Timescale	Responsibilities	Success Criteria
To ensure full access to the curriculum for all.	<ul style="list-style-type: none"> • Access to a highly personalised and differentiated curriculum. • Use of personalised learning programmes. • Use of highly trained, specialist support staff including trained teaching assistants. • Use of resources tailored to the needs of the individual. • Use of multimedia activities to support curriculum areas. • Use of interactive ICT equipment and multimedia. • Specific equipment sourced from therapeutic provision including specialist seating and small-scale equipment. • Develop the use of alternative communication systems such as PECS, Makaton, AAC. 	On-going	SLT Clinical Team	<ul style="list-style-type: none"> • Maintain specialist equipment to a high standard. • Curriculum progress to be tracked for all pupils, regardless of development stage, disability or need. • Targets are set effectively and are appropriate for pupils with additional needs.
To take account of variety of learning styles when teaching.	<p>Provide full curriculum access by providing (where appropriate):</p> <ul style="list-style-type: none"> • AAC systems and procedures • Use of symbol software to support learners with reading difficulties. • Use of font size and page layouts. • Screen magnifier software • Wheelchair access • ICT devices • Specialist training for relevant staff 	On-going	Whole school staff team	<ul style="list-style-type: none"> • Variety of learning styles and multi-sensory activities evident within teachers planning and in the delivery of learning. • Ensure that the needs of all disabled pupils, parents and staff are represented within the school.

2. To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibilities	Success Criteria
To maintain and improve the physical environment of school environment.	<ul style="list-style-type: none"> • The school will take account the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises: <ul style="list-style-type: none"> • improved access • lighting • colour schemes • more accessible facilities and fittings including smaller toilet and washing fittings, desks and seating for younger pupils. • clutter free environment • ramps leading into classrooms at applicable locations 	On-going	SLT Facilities Manager	<ul style="list-style-type: none"> • Enable needs to be met where possible
Ensure a visually stimulating environment is in place for all.	<ul style="list-style-type: none"> • Colourful, lively displays in communal areas and classrooms. • Age-appropriate displays • Clutter free environment • Autism friendly colour schemes 	On-going	SLT All staff	<ul style="list-style-type: none"> • Lively and inviting environment maintained.
Parking bays	<ul style="list-style-type: none"> • Disabled parking bay marked at Reception. 	On-going	SLT Facilities Manager	<ul style="list-style-type: none"> • Markings are clear and unobstructed at all times.

Vertical Movement and internal level change	<ul style="list-style-type: none"> • Stairs are well lit. Stairs are kept clean, tidy and free from obstruction at all times. There are two sets of multiple stairs on site. They are a standard size of about 2 people wide. • There is a lift on site. A person with a disability such as being wheelchair bound would be able to evacuate at all floor levels. 	On-going	SLT Facilities Manager	<ul style="list-style-type: none"> • Maintain and ensure access.
Horizontal Movement	<ul style="list-style-type: none"> • Corridors are kept clear at all times for general access. • All fire safety signs are highly visible and are “Dayglow” glow in the dark signage. 	On-going	SLT Facilities Manager	<ul style="list-style-type: none"> •
Emergency escape routes	<ul style="list-style-type: none"> • Clearly marked emergency exit routes, as per fire evacuation plan. • The site has an extremely robust fire management system in place and is monitored regularly by the FM. • All staff are fire awareness trained and many are fire marshals. • All staff and pupils practice fire drills per half-term and know exactly how to comply during a fire alarm/emergency. • All access/degress routes are checked daily and fire walk round checks are conducted by the FM on regular intervals. • A person with a disability such as being wheel chair bound would be able to 	Ongoing - continue weekly alarm tests and scheduled fire drill practices		<ul style="list-style-type: none"> •

	evacuate at ground floor level but not upper floor levels as the lift would be out of use.			
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Policy Review:

Date of implementation: September 2025

Next policy review: September 2026