



Accessibility Plan

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Review Cycle	Annual
Review Date	July 2024

An academy within:



"Learning together, to be the best we can be"



1. Aims

- 1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:
- Increase the extent to which disabled people 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.
- 1.2. At Becton School we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3. As a hospital school we know the importance of supporting all pupils no matter what their educational or medical need is. Our hospital sites can support pupils with any form of medical need and at Chapel house we understand how pupils who have been absent from education for a period of time, has the need to feel included and this is at the heart of all we do.
- 1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.
- 1.4.1. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors)

2. Legislation And Guidance

- 2.1. This plan 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. This 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.
- 2.2. 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 definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.



2.3. We are required to make “reasonable adjustments” for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010 for Chapel House.

3.2. The action plan at Appendix B sets out the aims of our accessibility plan in accordance with the Equality Act 2010 for Hospital Provision at the Becton Centre and Sheffield Childrens Hospital.

4. Monitoring Arrangements

4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort.

5. Links With Other Policies

5.1. This plan is linked with the following policies and documents:

- Nexus MAT Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils With Medical Needs Policy

Appendix A – Action Plan - Chapel House

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Increase access to the curriculum for pupils with a disability	Pupils Are based-lined on entry.	To ascertain pupil's individual needs	Pupils to sit WRAT and Holistic baseline	Gary Smith	Upon entry	All pupils baselined for need
	Differentiated curriculum	Support pupil's strengths and weaknesses	Pupils have bespoke timetable	Gary Smith & Learning Mentors	Ongoing	Pupils accessing correct curriculum at correct level.
	Tailored resources	Pupil's have the required resources for success	SENCO identifies resources required	SENCO	Ongoing	All pupils have required resources
	Progress tracking	All pupil progress is tracked	Teaching teams input progress data	Gary Smith, All teachers and curriculum leads	Termly	All progress tracked by curriculum leads
	Appropriate targets	All pupils have appropriate targets	Holistic and academic targets set	Curriculum leads and LMs	Every 6 weeks	Pupil's targets focus offer in centre
	Regular review of curriculum	Ensure curriculum remains appropriate	6 weekly reviews carried out	Learning Mentors	Every 6 weeks	All pupils constantly receiving correct support



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve and maintain access to the physical environment	Ramps	Access to building is suitable	Maintain ramps	Gary Smith	Ongoing	Access to the building remains good
	Corridor Width	Allow access to all parts of building	Ensure corridors kept clear	All	Ongoing	Access around building remains good
	Disabled parking bays	Parking always available near entrance	Number of disabled bays monitored	Gary Smith	Annually	Disability parking is adequate
	Disabled toilet	All pupils can access toilet	Maintain disabled toilet	Gary Smith	Ongoing	Toilet facilities remain good
	Library shelves at wheelchair height	All pupils can access Library	Maintain Library	Mel Woodhouse Gail Beaumont	Ongoing	All Library books are accessible
	All lessons on bottom floor	All pupils can access all lessons	Maintain curriculum rooming	Gary Smith and Mel Kilner	Annually	Curriculum remains accessible



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure that information is accessible. This includes:</p> <p>Internal signage Large print Braille Induction loop Pictorial or symbolic representations</p>	To ensure all pupils have equal access to information regardless of their individual need	Information to be shared in most appropriate ways	Gary Smith, Admin, SENCO and teachers	Ongoing	All pupils receive required information in the most appropriate way.



Appendix B – Action Plan – Hospital Provision

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Increase access to the curriculum for pupils with a disability	Pupils Are based-lined on entry.	To ascertain pupil's individual needs	Pupils to sit WRAT and Holistic baseline	Gary Smith	Upon entry	All pupils baselined for need
	Differentiated curriculum	All pupils curriculum is bespoke	Pupils have bespoke timetable	Caroline Hauge, Karon Ransom & Learning Mentors #	Ongoing	Pupils accessing correct curriculum at correct level.
	Tailored resources	Pupil's have the required resources for success	SENCO identifies resources required	SENCO	Ongoing	All pupils have required resources
	Progress tracking	All pupil progress is tracked	Teaching teams input progress data	Caroline Hauge, Karon Ransom All teachers and curriculum leads	Termly	All progress tracked by curriculum leads
	Appropriate targets	All pupils have appropriate targets	Holistic and academic targets set	Curriculum leads and LMs	Every 6 weeks	Pupil's targets focus offer in centre
	Regular review of curriculum	Ensure curriculum remains appropriate	6 weekly reviews carried out	Learning Mentors	Every 6 weeks	All pupils constantly receiving correct support



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve and maintain access to the physical environment	Ramps	Access to building is suitable	Maintain ramps	NHS	Ongoing	Access to the building remains good
	Corridor Width	Allow access to all parts of building	Ensure corridors kept clear	NHS	Ongoing	Access around building remains good
	Disabled parking bays	Parking always available near entrance	Number of disabled bays monitored	NHS	Ongoing	Disability parking is adequate
	Disabled toilet	All pupils can access toilet	Maintain disabled toilet	NHS	Ongoing	Toilet facilities remain good
	Library shelves at wheelchair height	All pupils can access Library	Maintain Library	Gail Beaumont	Ongoing	All Library books are accessible
	All lessons on same floor	All pupils can access all lessons	Maintain curriculum rooming	Caroline Hauge, Karon Ransom and Mel Kilner	Ongoing	Curriculum remains accessible



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