



# Becton School

Together We Can

Accessibility Plan

September 2017

Review September 2020

## **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.

## **Our Values and Ethos**

Becton School believes that all children have a right to education and exists to provide educational opportunities of a high standard to pupils whose education has been interrupted by mental or physical ill-health or pregnancy.

Becton School recognises the benefit of helping pupils reach their educational potential not only in preparing them for adult life, but in the therapeutic process of intellectual and emotional development and/or recovery. We endeavour to ensure that educational disadvantage is minimized by providing structured and appropriate education in liaison with home schools, in a caring environment.

To enable children and young people to continue their education whilst unwell and to aid recovery by involving them in purposeful activities at a level of engagement and challenge appropriate to their changing individual needs.

### **Aims:**

- To provide a safe, welcoming, accepting and nurturing environment where learning takes place and where education is interpreted in the context of multi- disciplinary working.
- To provide an appropriate broad and balanced high quality curriculum, mirroring where possible, mainstream education and linked as far as practically possible to the young person's previous learning experiences.
- To contribute to the physical and psychological recovery of the children and young people by working closely with parents/carers and the wider multi- disciplinary team
- To support the young people in their re-integration with education by facilitating their transition back into mainstream provision or other further education/ employment where appropriate.

We will achieve this by:

- Improving the educational experiences of all our pupils and by recognizing and celebrating the achievement of both staff and pupils
- Providing a stimulating learning environment in which the team of highly skilled staff deliver quality, well resourced teaching to meet the needs of all pupils
- Working in partnership with parents, governors, the Local Authority, stakeholders and the wider community

- Valuing the entire school community, promoting well-being and encouraging spiritual, moral, social and cultural development in an atmosphere that fosters the growth of respect and responsible behaviour
- Ensuring a safe, secure and supportive environment that allows pupils to become more independent and resilient, where they can be happy and enjoy learning

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 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.

### 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities and SEND</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Access to PE /sport facilities both on and off site which</i></p>	<p>Short term:</p> <p>Review the enrichment curriculum to ensure it meets the specific needs of all pupils</p> <p>Medium term:</p> <p>Explore alternative accreditation pathways that meet the specific educational needs of our pupils</p> <p>Long term:</p> <p>Develop curriculum partnerships with other Post 16 providers to ensure access to specialist</p>	<p>Each Centre to review the enrichments curriculum as part of the SDP</p> <p>Head of School and Assistant Head to meet with the Sheffield Futures Team and the Progressions Team to look at availability of courses</p> <p>Head of School to explore partnerships with Longley and King Ecgberts with a view to A Level specialist teaching</p>	<p>All staff</p> <p>Head of School and Assistant Head</p> <p>Head of School</p>	<p>Ongoing</p> <p>July 2018</p> <p>July 2018</p>	<p>Enrichment activities are broad and balanced and meet the SEMH needs of our students</p> <p>The school has a clear understanding of accreditation pathways and can signpost pupils to suitable provision</p> <p>A Level students are able to access laboratory facilities at alternative providers</p>

	<p><i>students can reasonably access</i></p> <p><i>Personalised plans for students who are unable to be part of a class due to their complex needs and require a modified curriculum.</i></p> <p><i>Home Teaching for students</i></p> <p><i>Bedside teaching in the SCH</i></p>	curriculum areas				
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps at SCH, Becton and Moncrieffe</i></li> <li>• <i>Corridor width SCH and Becton</i></li> <li>• <i>Disabled parking bays at the SCH and Becton</i></li> <li>• <i>Disabled toilets and changing facilities SCH and Becton</i></li> </ul>	<p>Medium term</p> <p>Replace fencing a improve access to Kenwood</p>	Property Manager to coordinate quotes for fencing to be authorized through Capital funding	Property Manager and Governors	July 2018	Safe fencing and improved access at Kenwood
Improve the delivery of information to	<p><i>Our school uses a range of communication methods to ensure information is</i></p>	<p>Short term</p> <p>Ensure the SCH can access</p>	SCH to be provided with a Dongle to access the Becton	Network Manager	October 2017	Ipads used to enhance the curriculum and

<p>pupils with a disability</p>	<p><i>accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations i.e. Communication in Print</i></li> <li>• <i>Visual timetables</i></li> </ul>	<p>Communication in Print due to the recent network changes</p> <p>Medium term: Increase the use of ICT as a medium to support communication</p>	<p>system</p> <p>Ipads purchased for Kenwood</p>	<p>Head of School</p>	<p>April 2018</p>	<p>support the delivery of information in lessons</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 the governing board and 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