

# Accessibility Plan

## Introduction

### Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

### Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The Becket School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy and SEN information report** for an outline of our full provision to support pupils with SEND. These can be found on the schools website.

The information below is based on our current assessment of accessibility for pupils with SEND. Progress on the measures taken will be updated annually and reported to the governing body.

The information below summarises the procedures in place to ensure that The Becket Academy meets its legal responsibilities under the Equality Act 2010 (which replaced the Disability Discrimination Act (DDA)) and Special Educational and Disability Needs Act 2001 (SENDA). The Equality Act protects pupils from discrimination and harassment for the following 'protected characteristics': Disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## Usage

The Becket Academy accommodates a range of activities including education and community use therefore the access strategy seeks to meet the needs all building and site users.

## Access Strategy

The school aims to consistently provide the best access possible to all buildings and facilities within existing resources.

## Approach, Parking and Drop off

Most students/site users arriving on the site by foot will enter via the main gate where access is flat and level. Footpaths to the main reception and around the outside of the school building are flat with wide paths. There are disabled parking bays located immediately adjacent to main reception in the visitors car park and also next to the sports building.

## Main Entrances and Exits

The entrances at the front of the building allow students, visitors and staff to congregate away from traffic before entering the school and is clearly visible on arrival at the site through large signage.

The main school entrance and reception is clearly visible from the site entrance. The main entrance door is access controlled to maintain a secure area within. Access is granted via an intercom system. CCTV also covers this area. Visitors have a single, visible and safe, entrance to the building.

At the beginning and end of the school day students with either visible or hidden disabilities are permitted to enter/leave the school building through the main reception area. Where parents are not allowed to drive onto the school site to drop off or collect students, Parents of students with hidden or visible disabilities are allowed to drive onto the site and park in the visitor's car park.

## Circulation Routes

Signage around the site reinforces the circulation routes.

All external doors have level thresholds. Horizontal circulation on the ground floor is simple to aid orientation without the need for excessive signage. The classrooms follow around all three floors numerically making it easy for students to find their way around. Signage outside of each classroom is large with the lettering and numbering in large, easily visible font. Main corridors are wide allowing wheelchair users to navigate around the site safely. The three floors are accessed by three sets of wide stairs. The edges of the stairs are yellow to aid students/visitors with visual impairments.

### Access to first and second floors

A single lift is provided to serve the first and second floor accommodation and this is located centrally next to the medical room. The lift is specifically designed to accommodate access impaired persons. It is large enough to accommodate a wheelchair user and care assistant at the same time. Push button controls to use the lift internally and externally are at a height suitable for wheelchair users.

### Toilet Provision

Wheelchair accessible unisex toilets are available on every floor. The disabled toilet on the ground floor is large enough to allow for hoisting for intimate care. It is also large enough for a plinth.

### Physiotherapy Room

A separate room is available on the first floor, accessed via the lift. It is set up with the correct facilities to allow care assistants to deliver physiotherapy programmes during the school day. It is large enough for a plinth and hoist.

### Evacuation

Refuge spaces are provided within each enclosed staircase. These refuges provide relatively safe waiting areas for short periods of time. A strategy for evacuating disabled persons, such as by use of an 'Evac-chair' or 'evac-mat' have been prepared by the school management. The building is serviced by a fire detection system incorporating visual and audible signalling.

### Internal Wayfinding and Signage

The simple circulation strategy minimises the need for wayfinding signage, however, wayfinding and room name signage is installed to all rooms.

### Acoustics

Sensory audits are completed in all areas used by our students with autism.

### Visual Requirements

Upon refurbishment or rebuild the visual requirements of colour and contrast and the avoidance of glare will be considered for surface finishes. All signage will take account of the needs of students/visitors with a visual impairment.

### Hearing Impaired Requirements

PEEPs will be put in place for hearing impaired students to make sure they are able to hear alarms.

### Layouts and Provision

The general layout of fixtures within classrooms provides flexibility by maximising loose furniture wherever possible to allow users to easily reconfigure their environment to accommodate changing needs. Circulation areas and teaching spaces allow wheelchair users independent access to all of the facilities in each space. Height-adjustable tables are provided within each department across the school.

The dining area allows for wheelchair users to sit in a number of different locations. The sports area includes a separate disabled changing room with an integrated accessible shower cubicle. There are also separate lockers for use by students with disabilities outside this changing area.

All layouts of fittings, furniture and equipment allow for a 300mm clearance to the leading edge of all new doors to accommodate wheelchair access.

### Transport

The Becket school has a minibus that is suitable for use by wheelchair users.

### Access to the curriculum




Students with SEND will have access to a full curriculum and be taught alongside non-disabled students unless they require a more bespoke package. In each case the curriculum will be bespoke to the needs of each student and alternative qualification pathways used if required. Examination access arrangements are sought where necessary for students with SEND in line with JCQ regulations.

### Access for staff to suitable training and information sharing

Information on the students with SEND is accessible to staff through Go 4 Schools. Information on how to access this is sent out at the start of an academic year and given to new starters during the year. Information is regularly updated and amended as necessary. Training is delivered by the SENCo when required and staff signposted to alternative sources of training if needed.

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

	Chair of Governors	Date: ...11/10/19.....
	Headteacher	Date: ...10/10/19.....
	SENCO	Date: ...15/10/19.....