



Accessibility Plan 2023 - 2026

for the whole School including EYFS

Policy revised by	Anne-Marie Ridler
Last Review	March 2023
SLT Review Period	1 year
Next SLT Review Due	March 2024
Governor Review Period	1 year
Governing Committee	GPC
Last Governor Review	March 2023
Next Governor Review Due	March 2024

Mission and Values

Staff, pupils, parents and governors at *Beechwood Park* understand the core mission of the School, which is to **Nurture**, **Engage** and **Inspire** all of its pupils. As demonstrated by the images of the *Beechwood Tree* posted in key locations around the School, our primary aim is to **Nurture** the young people in our care.

Nurture is a very specific term at *Beechwood* and we advocate happiness, wellbeing, fun, enjoyment community, safety, security, thriving and friendship as being the soil into which our pupils can bury the deep roots of engagement. The *Beechwood* educational philosophy goes further than this by encouraging its pupils to recognise the child-centred part they play in the School's success. It is their School, to which they belong and play an important part, each according to their unique abilities and strengths. In accordance with Maslow's *Hierarchy of Need*, we believe that once our pupils feel **nurtured** they will **engage** influentially in their learning in and out of School.

To **Engage** is again a very specific term at *Beechwood Park*. Engagement is the process of incrementally building confidence and independence in every pupil and across a wide range of academic, co-curricular pastoral and spiritual educational experiences. Engagement encourages pupils to establish increasingly confident dialogues with their teachers, recognising them as human resources and managing them in such a way as to get the very best of them. It is about promoting their own learning, collaborative learning and the learning of others and promotes participation and active learning, curiosity, attentiveness, perseverance, determination and scholarship. Through effective engagement the School inspires in pupils the skills which will prepare them for a future life of learning.

Inspiration is a two-way process; we inspire in pupils with the skills which will powerfully contribute to their success in future years. The *Beechwood Tree* identifies those core skills.

Values

The *School Mission* forms the basis of the Schools sixteen core *Values*, which the School publishes in the School Calendar, on www.beechwoodpark.com. One of the functions of the *School Forum* is annually to review and agree the *Beechwood Values* for the following academic year. The *Deputy Head (Pastoral)* decides on the order of the *School Values*, assigning one Value to each fortnight throughout the School year. He ensures that the *School Value of the Fortnight* is the first slide on the projected assembly notices at every Monday and Thursday assembly, enabling the Headmaster or the Chaplain to develop pastoral messages around this core *Value*. Form Tutors and other staff refer closely to these core Values throughout the fortnight in *Form Tutor Periods*, in PSHEE lessons, in all areas of academic, co-curricular and pastoral education.

Equality and accessibility therefore lie right at the heart of our educational culture; they are a state of mind at *Beechwood Park* which go beyond policy and procedure.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the *Equality Act 2010*).

The School's Accessibility Plan contains relevant actions to:

- Increase the extent to which disabled pupils can participate in the School's curriculum,
- Improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The *Senior Leadership Team* (SLT):

1. Annually reviews the School's policies, procedures and facilities in the light of the needs of disabled pupils and disabled prospective pupils.
2. Makes recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
3. Review the School's Learning Support and Equality policies.
4. Annually reviews and updates the School's Accessibility Plan.
5. Review all plans and policies as necessary.

The SLT consider the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

Consultation

The SLT have taken into consideration the views of staff, governors, pupils, visitors and parents to ascertain understanding disability and accessibility priorities for our pupils, staff, parents, governors and visitors with SEN and/or disabilities.

The School consults staff with responsibility for the induction arrangements for new pupils to ensure that it recognises the particular needs of disabled pupils in advance, so that suitable staff training is provided and that any modifications to the curriculum or premises are in place before the arrival of the new pupils.

How the plan is reviewed monitored

The SLT reviews the plan and tables it and any associated policies annually before tabling it for the Full Governing Body (through the General Purposes Committee). The Bursar allocates costings to the various aspects of the plan, together with clear time-frames for completion.

The Bursar provides a full report to the Governing Body and identifies which measures are complete and which are outstanding. The Governing Body formally reviews the implementation of the plan which the Bursar updates with adjusted time-frames.

The School's governors are ultimately responsible for ensuring the implementation of the Accessibility Plan during the period to which it relates. The Bursar will redraft a brand new plan every three years.

The plan should be read in conjunction with the *BPS Pupil Admissions, Learning Support and Equality Policies*.

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Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Institute a peer support scheme for pupils with mobility needs.	Selection and training of appropriate pupil(s)	As required	DH(P)	Nomination of pupil(s)
	Ensure all new furniture and equipment is selected with accessibility requirements in mind.	Consider during procurement.	As required	Purchasing	Delivery of appropriate equipment, e.g. height adjustable DT workbench installed August '22
	Improve classroom lighting and decoration.	Ongoing refurbishment.	2015 - 2024	Maintenance	Completion
	Improve acoustics in classrooms with priority to C13.	Soundproofing.	Sept 2023	Maintenance	Completion
	Wheelchair accessible transport.	Replace on expiry of lease.	2020	Bursar	New vehicle acquired.
Medium Term	Review provision of internal and external ramps.	Review provision.	As required	Bursar	3x ramps in North corridor 2021
	Replace matting and carpets with more appropriate types.	Add ramps: - outside Music Dept - from South courtyard to pool	2023		
		Replacement programme.	2024	Maintenance	Completion.
	External lighting.	Review.	2024	Maintenance	Plan.
	Upgrade footpaths and other external routes	Resurface as required.	2017 - 2026	Maintenance	Completion.
	Move classroom(s) to ground floor.	Relocation.	Summer 2022	DH(A)	Complete (swapped Years 3 and 4)
Improve accessibility to Boarding	Investigate lift access to first floor of Main House	Summer 2024	Maintenance	Investigation commenced February 2023	

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Long Term	Disabled toilets in Junior Department.	Include in rebuild.	2024	Bursar	Project completion
	Provide communication means for disabled visitors.	External intercom system.	2024	Bursar	Completion
	Investigate the use and installation of portable hearing loops.	Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey.	2024	Health and Safety Committee	Report to Bursar
	Provide access to the swimming pool for physically disabled persons.	Hoist.	2025	Bursar	Installation

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Ensure schemes of work are accessible to pupils with disabilities	Annual review	Ongoing	DH(A)/HoDs/LS Dept	Schemes of Work
	Modify lessons to meet the needs of individual disabled pupils.	Review lesson formats. Purchase resources as necessary. Annual review.	As required	Teachers	Modified lessons
	Consider developing curriculum audits to ensure they do not inadvertently discriminate against pupils with a disability or SEN.	Audit and training or employment of specialist staff.	Ongoing	DH(A)	LS report
	Improve range of skills and experience available within the School better to assess and provide for the needs of pupils with disabilities and learning difficulties.		Sept 2020-26	DH(A)/LS Dept	Pupils more able to access curriculum regardless of their learning difficulties and disabilities. Specialist LS TA appointed April 2020 Specialist physio engaged January 2022 for one pupil
Medium Term	ICT provision for Learning Support.	Appropriate hardware and software.	Ongoing	LS Dept/IT Committee	Recommendations for future procurement.
	Provide aids to enable visually impaired pupils to participate fully in lessons	Increase font size, screen magnifier software etc	As required	Teachers/IT Committee	Provision
	Increased teaching staff awareness of needs of disabled pupils.	Training.	Sept 2022	LS Dept	Recommendations
	Provision of a scribe to assist in lessons and exams.	Teaching assistant	As required	DH(A)	Provision

Long Term	Assess the feasibility of widening the range of specific disabilities which can be catered for.	Research of specific conditions and training required.	2022	DLD/LS Dept	Study Report.
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Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Ethos of whole School community to be developed to ensure all pupils feel welcome and valued.	Training of staff and pupils	Ongoing	DH(P)	Culture change
	Accessible documentation for parents and prospective parents.	Where feasible provide documents in forms accessible to those with disabilities.	Ongoing	Marketing and Comms Manager	Provision of appropriate documents.
	Accessible website.	Ensure website accessible to those with disabilities.	Sept 2021	Marketing and Comms Manager	Accessible website. New website Oct 2021
Medium Term	Better communication with disabled pupils.	Train staff in appropriate procedures.	Sept 2022	LS Dept	Improved delivery of teaching and learning.
	Better communication with parents of pupils with disabilities.	Train staff in appropriate procedures.	Sept 2022	LS Dept	Better communication.
	Better communication with disabled parents.	Train staff in appropriate procedures. Investigate communication systems.	Sept 2022	DH(P)/IT Committee	Better communication.
	Provision of improving communication for pupils with hearing difficulties.	Specialist equipment e.g. speaking devices, microphones. Use of hand signals.	As required	LS Dept/ Purchasing	Equipment and/or training.
	Accessible documentation for pupils (eg exam papers)	Develop/provide as required.	As required	LS Dept	Accessible documentation.
	Signage	Enhance signage for disabled persons as required.	As required	Marketing and Comms Manager	Accessible signage.
Long Term	Install hearing loops in all buildings.	Feasibility study and possible inclusion in development plans.	2025	Bursar	Study report.