THE BECKET SCHOOL
A CATHOLIC VOLUNTARY ACADEMY

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# Accessibility Plan

Part of
OUR LADY OF LOURDES
CATHOLIC MULTI-ACADEMY TRUST

Nottingham Diocese
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CATHOLIC SCHOOLS
Moving Forward Together

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| **Title of policy:** | **Accessibility Plan** |
| **Policy Reviewer:** | Assistant Headteacher for Inclusion<br><br>**Operational leads:** SENCO and Premises Manager |
| **Normal review frequency:** | **Plan period:** January 2027 – January 2029<br><br>**Approval:** January 2027<br>**Monitoring:** Termly progress checks and annual formal review |
| **Date of next review:** | **January 2028** |

***"I have come in order that you might have life – life in all its fullness."***
***John 10:10***

**OUR MISSION STATEMENT**

Through practising the catholic values and virtues found in The Becket Way, every person at The Becket School will achieve their full potential spiritually, morally, socially and academically.
We will work in partnership with parents and carers to support our young people in following Jesus as our role model and living life in all its fullness.

**WORK HARD**

In all that we do – our faith, our schoolwork and our relationships, embracing the opportunities offered to us

**BE LOVING**

By treating others as we wish to be treated, recognising that everyone is made in the image and likeness of god

**DO THE RIGHT THING**

By helping each other to encounter Jesus Christ through practising the gospel values within our school, local and global communities

## 1. Mission and purpose

At The Becket School, our mission to enable young people to experience “life in all its fullness” (John 10:10) underpins our approach to accessibility. Through The Becket Way: Work Hard, Be Loving and Do the Right Thing, we recognise the dignity of each person and our responsibility to provide an education in which disabled pupils can learn and participate alongside their peers.

This plan provides a framework for maintaining and strengthening access to the curriculum, the physical environment and information. It brings together the school’s provision and planned developments to support disabled pupils’ access to education, facilities, services and wider opportunities.

Our approach responds to individual needs through reasonable adjustments, collaboration with pupils and their families, and advice from relevant professionals. Accessibility is a shared responsibility across the school. Regular review helps us check that arrangements remain effective, respond to changing needs and address barriers where they arise.

## 2. Definition of Disability

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Substantial means more than minor or trivial. Long-term generally means lasting, or likely to last, 12 months or more.

Disability can include physical and sensory impairments, long-term medical conditions and mental health conditions. Some pupils with special educational needs also meet the definition of disability; others may be disabled without requiring special educational provision.

The school considers individual needs and the barriers pupils experience when planning support and reasonable adjustments.

## 3. Key aims

This Accessibility Plan sets out how The Becket School will maintain and strengthen accessibility for disabled pupils across three areas:

1. **Curriculum access:** securing effective access to lessons and participation in the wider academic, social and spiritual life of the school.
2. **Physical access:** maintaining and developing an accessible environment so that disabled pupils can benefit from education, facilities and services safely and with increasing independence.
3. **Accessible information:** ensuring information is provided in accessible ways that take account of pupils’ needs and preferred formats.

The plan supports the school's responsibilities under the Equality Act 2010. The plan also recognises the access needs of disabled staff, parents, carers and visitors, alongside its principal focus on disabled pupils.

## 4. Responsibilities and review

The Assistant Headteacher for Inclusion will oversee implementation and report progress through the school's leadership and governance arrangements. The SENCO will coordinate pupil support and evaluate adjustments, while the Premises Manager will oversee physical accessibility. Relevant staff will implement actions within their areas.

The action plan will identify responsibilities, timescales, resources and success criteria. Progress will be monitored termly, with an annual formal review informed by pupil and family feedback. The plan will be revised sooner where needs or circumstances change.

## 5. Accessibility at The Becket School

### Curriculum access

Pupil profiles and individual education plans (IEPs) are shared with teachers to inform teaching, resource adaptations and individual support. Laptops are provided where recommended following assessment by the assistive technology team.

Enhanced transition arrangements include additional visits, family meeting
s and support to become familiar with school routines. Staff work with primary schools and external agencies to inform these arrangements.

Access needs are considered when planning trips, retreats and other activities, with adjustments agreed according to individual requirements. The school has a wheelchair-accessible minibus to support participation.

### Physical access and medical needs

The school has a lift and accessible toilet facilities. Lift passes and early corridor passes are provided according to assessed need to support safe movement around the school. Quieter lunchtime spaces are available for pupils who need them.

Toilet passes are provided were informed by medical advice. Individual healthcare plans support pupils with ongoing medical needs, and individual emergency evacuation plans are in place for pupils who require additional arrangements.

### Accessible information

Enlarged materials and accessible digital formats are provided according to individual need. Staff work with pupils, families and relevant professionals to establish suitable formats and communication arrangements.

### Review of individual arrangements

The SENCO coordinates scheduled reviews with pupils and families to evaluate the effectiveness of support and access arrangements. Relevant information is shared with staff, and arrangements are updated in response to changing needs.

## 6. Accessibility action plan

### A. Curriculum access

| Priority | Actions | Responsibility | Timescale | Success criteria / evidence |
|---|---|---|---|---|
| **Secure consistent use of individual access arrangements** | Keep IEPs current and accessible to relevant staff. Check that agreed adaptations are used effectively through existing lesson visits, work scrutiny and pupil feedback. Address inconsistencies through support and staff development. | SENCO and curriculum leaders | At scheduled pupil reviews; termly monitoring | Agreed adaptations are evident in practice. Pupil feedback and classroom checks show that agreed adaptations support access to learning. |
| **Maintain effective use of assistive technology** | Implement recommendations from assistive technology assessments. Ensure pupils and relevant staff know how to use the equipment and review whether it meets the pupil's needs. | SENCO, IT team and relevant teachers | Following assessment; at scheduled reviews | Recommended equipment is available and used effectively. Pupil feedback and classroom checks demonstrate improved access. |
| **Maintain personalised transition support** | Continue additional visits, family meetings and liaison with primary schools and external agencies. Share access arrangements before entry and review their effectiveness after pupils start. | Transition Lead and SENCO | Annually, before entry and during the first half-term | Identified arrangements are communicated and in place on entry. Pupil and family feedback informs any further adjustments. |
| **Strengthen evaluation of wider participation** | Continue checking access needs when planning trips, retreats, clubs and other activities. Develop a consistent record of barriers, adjustments and subsequent participation, linked to the school's belonging and participation work. | AHT Inclusion, SENCO, extra-curricular co-ordinator, Progress Leaders | Planning for each activity; termly participation review | Records show the response to identified barriers and whether adjustments enabled participation. Unresolved barriers have a named lead and follow-up action. |

**Resources:** Existing staff meeting, CPD and review time; IT support; individually assessed equipment and activity-related adjustments, with costs agreed through school budget arrangements.

## B. Physical access

| Priority | Actions | Responsibility | Timescale | Success criteria / evidence |
|---|---|---|---|---|
| **Maintain access to buildings and facilities** | Check accessible routes, lift access and accessible toilets through premises routines. Address obstructions and faults promptly, with alternative access arrangements where required. | Premises Manager, supported by SENCO/ H&S Team | Routine checks; termly review | Facilities remain usable. Identified faults and barriers are recorded, with action taken and completion checked. |
| **Maintain safe movement around school** | Review lift and early corridor passes according to individual need. Include pupil feedback on busy corridors, routes and lesson changeovers. Update arrangements where needed. | SENCO and pastoral leaders | At scheduled reviews and when needs change | Pupils can move safely between lessons and access learning. Reported difficulties receive follow-up. |
| **Review physical and sensory accessibility** | Complete an audit. Consider classrooms, shared spaces, noise, crowding, signage and quieter lunchtime provision. Prioritise findings and agree any improvements. | AHT Inclusion, SENCO and Premises Manager | Within the first term of the plan; annually thereafter | A recorded review identifies effective provision and remaining barriers. Required improvements have an owner, deadline and agreed resources. |
| **Maintain effective emergency evacuation arrangements** | Keep individual emergency evacuation plans current. Ensure relevant staff understand their responsibilities and review arrangements following evacuation practice or changes in need. | Premises Manager and SENCO, with the school's fire-safety lead | When arrangements are established or changed; following evacuation practice | Plans reflect current needs. Practice identifies whether arrangements work, and any issues are addressed and recorded. |

**Resources:** Premises maintenance budget and allocated staff time. Equipment or building improvements identified through the review will be costed and agreed through school and trust budget arrangements.

**C. Accessible information**

| Priority | Actions | Responsibility | Timescale | Success criteria / evidence |
|---|---|---|---|---|
| **Maintain information in suitable formats** | Record pupils' information access needs and preferred formats, informed by pupils, families and specialist advice. Provide enlarged print, accessible digital materials or other formats as required. | SENCO and relevant staff | On entry, at scheduled reviews and when needs change | Pupils receive information in a format they can use, in sufficient time to participate alongside their peers. |
| **Secure consistency across school information** | Check a sample of learning resources, timetables, notices and activity information against identified needs. Ensure relevant staff know how to prepare or obtain suitable versions. | SENCO, curriculum leaders and administration team | Termly sample checks | Checks and pupil feedback confirm that agreed formats are provided consistently. Identified issues receive follow-up. |
| **Maintain an accessible route for requests** | Make clear on the school website and key communications how pupils and families can request information in alternative formats. Agree suitable arrangements and check that these meet the recipient's needs. | Administration team, supported by SENCO and IT colleagues | Check within the first term; review annually | The request route is easy to find. Requests are addressed within an agreed, reasonable timeframe, with feedback used to resolve difficulties. |

**Resources:** Staff preparation and review time, existing IT and printing provision, and specialist formats or advice where required.

## 7. Publication

The approved Accessibility Plan will be published on the school website. A paper copy or alternative format can be requested through the school office.