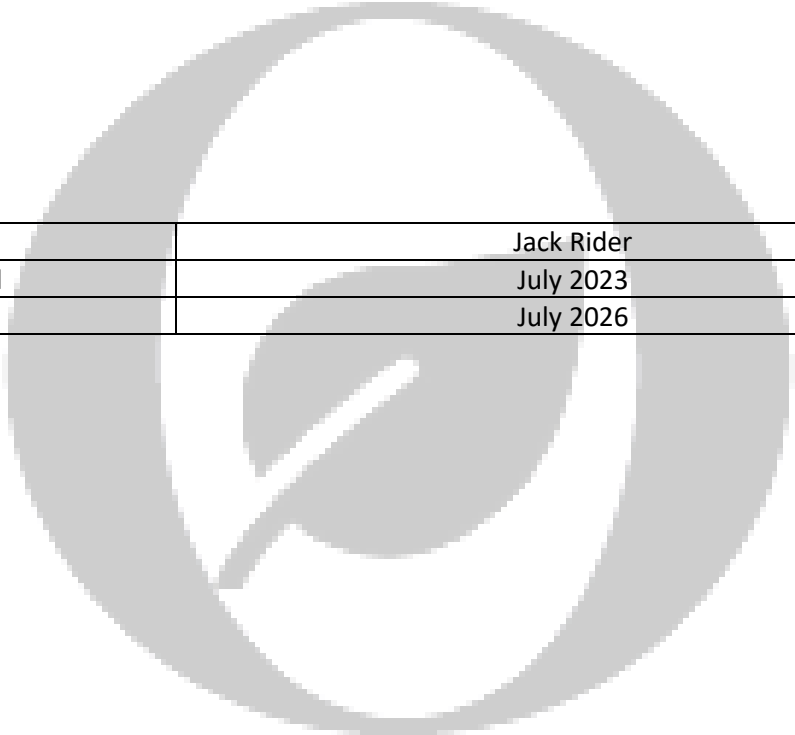


# Beech Lodge

## ACCESSIBILITY POLICY



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Update due	July 2026

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## **Beech Lodge School Accessibility Plan 2023 - 2026**

This accessibility plan is guided by Beech Lodge School's commitment to protection from discrimination, to ensure access to education and the inclusion of pupils with disabilities in every aspect of their schooling life.

We are committed to the removal, wherever possible, of any barriers to the progress of such pupils and, wherever possible, to provide aids and services that empower them to reach their full potential and to ensure their safety.

We are further committed to extending the level of inclusion afforded to our pupils, to parents and carers, advisors, staff, and visitors.

Beech Lodge School endeavours to increase the accessibility of our provision for all stakeholders. The following areas, considered to be pertinent to the Beech Lodge School context, will form the basis of the Accessibility Plan with relevant actions to:

- Improve access to the physical environment of the school.
- Improve our access to multi-professional support teams where required
- Improve the accessibility of written information to stakeholders with disabilities.
- Raise the awareness and accountability in relation to disability and accessibility.

Specific action plans relating to the above areas will be reviewed and adjusted on an annual basis.

Beech Lodge School will work to improve the accessibility of all pupils, staff and visitors (where appropriate) in the following areas:

- **School Curriculum**
- **Physical Environment of the School**
- **Adaptive Aids**
- **Information Sharing**

The school will work to improve the delivery of written information to its learners, staff, parents, and visitors. Where possible the school will make available the required information within a suitable format.

The school will make itself aware of local services for providing information in alternative formats when required or requested.

This accessibility plan should be read in conjunction with the following policies, protocols, and documents:

- Equality & Diversity Policy
- Health & Safety Policy
- Behaviour Policy
- Safeguarding Policy
- School Website Prospectus
- Admissions policy

The plan will be monitored through the Senior Leadership Team in conjunction with the SENCO, Vulnerable Children's Champion and the Premises Manager.

We will continue to carry out an annual access audit to improve the physical environment of the school.

Last Revision – July 2023

Next review – July 2026



<b>APPENDIX: ACTION PLAN September 2023-July 2026</b>	Timeline	Staff	Monitoring
<b>Compliance</b>			
Compliance with the Equality Act 2010			
<b>Admissions</b>			
Ensure the wording of all school documentation and policies continues to make provision for possible disabled pupils and is therefore not unintentionally discriminatory	When documents are reviewed	SMT Whole staff	DG, DS
<b>Accessibility to Buildings</b>			
Consider the fire evacuation procedures in light of any necessary changes. New buildings built to ensure accessibility	September 2023	TS, SJ,SH	DS, DG
Enhancement of environment for disabled pupils and staff – disabled toilet facilities on ground floor access to outdoor play area from building. Disability aids to be added to school buildings to accommodate pupil with physical disability	September 2023	DG – Caretakers Externa suppliers	DG
<b>Access to the Curriculum</b>			
Maintain a strong focus on the need to differentiate work for all pupils	On-going	Teaching Staff	
Provision of Large computer monitors, interactive whiteboards, and sound systems in classrooms to meet the learning needs of all pupils	September 2023	KM, DG,	DS
Ensure that liaison with Sensory Consortium/ Specialist staff for those with sensory or physical difficulties	September 2023	SD	DG,
Investigate the school's internal and external methods of assessment to identify improvements which could be made to allow greater access to the test materials and the test experience for a wider ability range of pupils	On-going	Teaching Staff SJ	KM, DG
Assess suitability of exam timings, location of rooms, staffing,			

groupings, presentation/layout of 'home-made' assessment materials			
Increase the awareness to teaching staff of the situation of some pupils – and offer staff practical solutions to be aware of to help pupils overcome their learning difficulties – both within and outside the classroom. Look for training opportunities within Learning Support with a view to joining a SENCO cluster	Termly	Whole Staff LS	KM, DG, JR, DS
Plan for an alternative 'games' programme so that all pupils have access to a physical activity. Review access to physical education and games programmes to allow all pupils to participate, where possible, in sport	September 2023	SH, JS	DS, DG
Use of interactive whiteboard and other technology (including PCs, laptops, mobile devices etc) to improve the access to the curriculum for those who require it	September 2023	All staff	DG, KM, DS
Embedding Occupational therapy into the classroom to support young people to transfer skills from the therapy room in order to regulate in class	September 2023	All staff, OT	DG
<b>Policies</b>			
As policies are updated consideration should be made for all pupils in the school. Particular attention should be paid to the following; Discipline; Anti-Bullying; Trips; Extra-Curricular and Curriculum Policies	September 2023	SMT Whole Staff	DG, DS
<b>Medical</b>			
Assess child's health needs and identify resources required to meet those needs prior to school commencement or when necessary following changes in a child's condition	As necessary	Whole Staff	DS, DG
Training for teachers on special needs and in i.e.: Staff inset on hearing difficulties, visual difficulties, diabetes, physical difficulties	September 2023	JR, DG, SD	DG, DS

Formulate a care plan for any children with known health care needs prior to school commencement and review to take account of changing needs	As necessary	JR, DG, PT, SD	DG, DS
Provide opportunity for updating health information and reviewing plans to meet the changing health needs of the individual child	On-going	Staff, Parents SD	DG, DS
Identify the need for staff training when a child's health care needs are complex		Whole staff, Parents	
Recruitment of School Nurse to oversee key medical areas	September 2023	DG DS	
<b>Recreation Activities, Hobbies, etc.</b>			
Ensure that trips out of school for pupils (such as for residential trips or excursions,) are planned with the abilities for all pupils in mind to ensure inclusion as far as possible	September 2023 On-going	Class Teachers/ KB	DG, DS
<b>Access to Written Information</b>			
Provide larger print handouts to pupils where necessary including information and worksheets	Ongoing	Whole Staff SJ	KM
Provide e reading equipment for pupils where necessary	Ongoing	SD	KM
Use of Visual Timetables across the school to support children who cannot effectively access written or verbal language	On-going	Whole Staff	KM, JR
Use of visual supports to learning across the school not limited to symbols, checklists, task strips	Ongoing	Whole staff	SD, DG
Provide information to pupils in a format which meets their needs	On-going	Whole Staff	LB
Ensure that where it is not possible to meet in person due to health or disability, meetings with parents and/or professionals can be accommodated online	Ongoing	Whole staff	DG
Where required, provide school newsletters in an alternative form, e.g. audio	As required	LB	