



Equality and Information Objectives including Accessibility Plans

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Introduction

This document supports and should be read alongside the Inclusive Multi Academy Trust Equality Plan. This document can be found on the Trust website www.inclusivemat.co.uk

Beechfield's Beliefs

Be kind, work hard and love learning, so we are confident individuals, successful learners and responsible citizens.

Promises

Our three core beliefs **be kind, work hard and love learning** underpin everything we do. We believe in a positive culture of collaboration and support where we value, praise, reward and celebrate.

Through high expectations and positive relationships we enable our pupils from many different backgrounds and cultures to work together to become **confident, successful and responsible**.

We have a nurturing ethos that instils a sense of personal responsibility. We ensure everyone is **kind** and respectful towards themselves, others and their environment, developing **responsible citizens** for the future.

We value effort and working hard. We teach resilience and perseverance when faced with challenges and celebrate excellence and **success** when we **work hard** and give our best.

We inspire a **love of learning** through a rich and purposeful curriculum. We provide opportunities to learn about issues that affect our lives and communities, to enable all to become **confident**, independent thinkers and develop the skills needed to be successful in an ever changing world.

School context

Beechfield School is a non-denominational Community Primary School. It is part of the Inclusive Multi-Academy Trust and is situated in North Watford. The area is very multi-cultural. There are pockets of deprivation in an area of very mixed social composition, these include stable professional working backgrounds, to unemployed and single parent families. Housing is mixed and includes private ownership occupation, rented and housing association accommodation. Children are also admitted through fair access requests including from temporary accommodation at the Women's Refuge.

There are higher than average levels of mobility with many children joining the school after the start of term and mid-year. Many of these children arrive from abroad with no attainment data and many speak no English.

The local community benefits significantly from its great diversity of cultures and ethnicities. The school welcomes and includes all families. There are currently 48 languages and dialects spoken in school by children, parents and staff. This is beneficial in successfully promoting inclusion, understanding, learning and community cohesion.

Those eligible for the pupil premium funding currently include 95 PPG and 91 FSM. However, this may not be a true reflection of the need of the community as many parents are unable to apply as they are new to the country and do not have recourse to public funds. The school has worked continuously to support families in the area and to address these issues.

The entry levels of children entering the Foundation Stage are generally significantly below age related expectation. This is because the children have poorly developed pre-learning skills and some speak only mother tongue, or are at an early stage of English language acquisition. This is reflected in assessment data

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that shows lower scores in language, communication, PSED, understanding of the world and mathematics than in other areas of learning.

The proportion of BME children has grown with 59% speaking English as an additional language. The pupils' innate ability, attitudes to learning and parental support varies greatly between the different families. As a result, some groups far exceed national expectation whereas other groups fall below the national average. The year on year trend for this varies. *Data updated September 2024*

Characteristics	Total	Breakdown (number and %)
Number of pupils	450	Number and % Female 220 49% Number and % Male 230 51%
Number of staff	63	66 Female 4 Male
Number of governors	9	6 Female 3 67 % 4 Male 33 %
Religious character		Non-Denominational
Attainment on entry		Lower than Hertfordshire/National Average
Mobility of school population		Highly mobile 2023-2024 Leavers 39 Joiners 72
Pupils eligible for FME	95	91 are FSM but we have 95 PPG 12 EYPP
Deprivation factor		
Disabled staff	0	
Disabled pupils (SEN/LDD)	80	EHC 15 pupils, SEN support 65 pupils, 18% pupils with SEND
Disabled pupils (no SEN)	363	
BME pupils	262	58%
BME staff	20	32%
Pupils who speak English as an additional language	215	48 languages spoken
Average attendance rate		Attendance 2023-2024 – 95.33% authorised 4.66% unauthorised 1.02.%
Significant partnerships, extended provision, etc.		DSPL 9, Challenge Sport, Acorns Centre, Chessbrook, Salvation Army, SEND external agencies
Awards, accreditations, specialist status		National Nurturing Schools Award

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Accessibility Plan

Context:

The intention of the Accessibility Plan is to:

1. Increase the extent to which disabled pupils can participate in the school curriculum,
2. Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, and
3. Improve the delivery of written information to disabled pupils.

Description of school

The original school building was built in 1970. The KS2 block was completed in March 2013. Access to the school grounds is via two pedestrian entrances and a vehicle entrance from the public highway. All entrances have lockable gates.

All visitors report to the school reception area. This is situated at the front of the school and is accessible from either of the entrances. We have procedures in place to assist any pupil or visitor with a physical disability. The external door to the entrance and the new building require a code for access which is given to staff only. Visitors wait in the 'holding area' in the reception area until granted access by one of the office staff. CCTV is installed around the KS2 (newer) building to monitor that area of the school including walkways.

School facilities

There are two designated disabled parking bays at the front of the car park closest to the school reception area. Our fire alarm system provides visual aid for people with impaired hearing. The school has a unisex disabled toilet in the entrance corridor of the main building and one on each floor of the KS2 building.

Visually contrasting colours are used on all external signage. All doorways have wheelchair access. There is a lift in the Key Stage 2 building to get to the upper level. Where children or adults have a physical disability, where appropriate, a risk assessment will be undertaken and a designated escort will be available in case of evacuation. There is a specialised 'Fire Evacuation Chair' to enable disabled pupils to evacuate from upstairs. PEEPS are written for those that need a personal evacuation form. Should any information be inaccessible to any stakeholder, the school can arrange either to translate, read and/or explain the contents. The school will endeavour to make reasonable adjustments whenever necessary.

All pregnant workers have a risk assessment which is reviewed throughout their pregnancy and also upon their return to work.

School Layout

The school is made up of two buildings – the older building at the front of the site containing the main reception area, EYFS and KS1. This building is all on one level apart from a few steps at the very back leading down to the main external exit door. Whilst there is no ramp for this exit, anyone requiring wheelchair access would be guided to one of the classroom exits on the same level. The newer building towards the back of the site houses KS2 and is made up of two floors. There is lift access should it be required.

Access to the whole of the school grounds is made possible by walkways incorporating slopes. Once a term, the school undertakes a Health and Safety audit. Included in this review is a check of the building to ensure there are no potential hazards.

Classroom facilities

All classrooms, other than Years 5 & 6 (upper floor), have external doors. To improve acoustics throughout the school for people with impaired hearing, most classrooms are carpeted. We also have Sound Field Systems in all classrooms and the assembly hall.

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Curriculum

The school provides a curriculum which meets the diverse needs of the pupils and support from teaching staff, teaching assistants and other professionals is targeted according to children's individual needs

Identifying Barriers to Access: A Checklist

This list has been used to help us identify barriers to access that may exist in our school. The list is not exhaustive but has encouraged us to ensure a flexible approach to the further questioning of the accessibility at Beechfield School. The checklist was completed by Mrs Jackson (Headteacher), Tanya Mortlock (Assistant Head)).

Section 1: How does your school deliver the curriculum?

	Red	Amber	Green
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled children?			x
Are your classrooms optimally organised for disabled pupils?			x
Do lessons provide opportunities for all pupils achieve?			x
Are lessons responsive to pupil diversity?			x
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			x
Are all pupils encouraged to take part in music, drama and physical activities?			x
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			x
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?			x
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			x
Do you provide access to computer technology appropriate for students with disabilities?		X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			x
Are there high expectations of all pupils?			x
Do staff seek to remove all barriers to learning and participation?			x

Section 2: Is your school designed to meet the needs of all pupils?

	Red	Amber	Green
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?			x
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			x
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			x
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?			x
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			
Are any of the décor or signage considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			x
Are areas to which pupils should have access well lit?			x
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			x
Is furniture and equipment selected, adjusted and located appropriately?			x

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Section 3: How does your school deliver materials in other formats?

	Red	Amber	Green
Do you provide information in simple language, symbols large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities eg by reading aloud writing on the whiteboard and describing diagrams?			
Do you have the facilities such as ICT to produce written information in different formats?		x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		x	

Access Action Plan

This is the access plan for Beechfield School, which has been created after reviewing all aspects of the school site, the Inclusion Policy and the Equality Plan, and looking at options for improving accessibility within existing arrangements. The school has four years in which to meet the objectives. However, the school will monitor the implementation of the plan at least annually and keep under review the access needs of the school. In addition, the school will report on the progress of the plan at least yearly to the Local Governing Committee.

Section 1: How does your school deliver the curriculum?					
	Target	Action	Desired Outcome	Timescale	Review/Evaluation
	To ensure that accessibility/ inclusion is understood by all staff and that it underpins all we do	<ul style="list-style-type: none"> Share the S.E.N policy and SEN information report with staff. Share the equalities plan with staff. Ensure all pupils have access to Quality First Teaching. SLT to monitor differentiation and provision for pupils. To ensure disabled parking spaces remain free for those who require them. 	All members of school staff are aware of, and understand, accessibility and inclusion. Policies and plans ratified by the Local Governing Body Scaffolding and challenge are evident in lessons, books, pupil voice. Progress and attainment increases.	Ongoing	
	Computer technology is available for all children with SEND	<ul style="list-style-type: none"> Inclusion lead to audit technology Inclusion lead to evaluate pupil need Liaise with SBO/Head to ensure budget is available to purchase technology Ensure pupils have access to technology to improve accessibility 	Barriers to learning are reduced and accessibility to lessons increased. Progress and attainment improves.	Ongoing and will be reviewed half termly by Inclusion Lead	

Section 2: Is your school designed to meet the needs of all of the pupils?					
	Target	Action	Desired Outcome	Timescale	Review/Evaluation
	Promote and reflect the diversity of our children and their families	<ul style="list-style-type: none"> Seek parents who are willing to come into school for assemblies and sessions with the children about their faith/their careers/their hobbies etc. Assembly plans to reflect and celebrate different faiths as well as promoting British values. Assembly plan includes music and art from a wide range of cultures. Ensure documentation is accessible for parents e.g. not using educational jargon, language etc. 	Diversity reflected much more in the school. Every child and every family feels acknowledged and reflected in our provision. A greater understanding of diversity		
	Continue to be responsive to needs of community	<ul style="list-style-type: none"> Ensuring school environment is responsive to the needs of the learners, work-stations, larger fonts, visuals etc Environment is not over-stimulating. 	Children can access all areas.		

	<ul style="list-style-type: none"> • Pupil progress meetings ensure that groups and individuals barriers to learning are identified and addressed. • Ensure any mobility issues are addressed accordingly • Ensure environment is considered for those with visual and hearing impairments. 			
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Section 3 How does your school deliver materials in other formats?					
	Target	Action	Desired Outcome	Timescale	Review/Evaluation
	The school uses ICT to present information in different formats	<ul style="list-style-type: none"> • Upskill teachers in the various needs of pupils. • Upskill admin staff of the needs some of our families may have. Make clear expectation that various documents and resources need to be available in a variety of formats. • Ensure staff are aware of how to obtain these. 	Technology improves accessibility for whole school community	Ongoing in line with Trust priorities	
	Ensure that staff are familiar with technology and practices developed to assist people with disabilities	<ul style="list-style-type: none"> • Staff training on accessibility tools and programmes to support pupils. • Identify past training. Book in up to date training for all staff including support staff and admin. Revisit this in termly CPD cycle. Work closely with members of staff where specific assistance is needed. 	Staff are knowledgeable about a range of accessibility tools and practices. Children are accessing learning at a level that is appropriate to their developmental stage. Children show increases in progress and attainment.	Ongoing	

Equality Objective	Protected Characteristic	R	A	G	Responsibility	Measurable Success Indicator	When	Outcome/e valuation
Gaps continue to close in attainment and progress between all groups of vulnerable pupils regardless of starting points	Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy and Maternity Ethnicity and race Religion and belief Sex Sexual orientation				Class teachers Phase Leaders SLT Curriculum Leaders analyse data, ensure actions taken close gaps and impact positively on attainment and progress. SLT will ensure in PPMs gaps are identified and provision is appropriate.	<ul style="list-style-type: none"> Attendance and punctuality continues to be monitored and improved. Support offered as required. Gaps in reading, writing and maths are closing across all pupils across all year groups. Scaffold and challenge evident in all classes. EHC books are filled in daily. Assessment is used effectively to identify those who need support put in place. All delivered interventions accelerate learning and close gaps. All pupils have access to remote learning from home. 	ongoing	
Equality and diversity are promoted through all aspects of teaching and learning.	Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy and Maternity Ethnicity and race Religion and belief Sex Sexual orientation				Assemblies - SLT	<ul style="list-style-type: none"> Embed consistent programme for Assemblies (whole school and phase) that promotes diversity and inclusion, e.g. specific communities culture, values and traditions, people of standing. Music and Art included. 		
					Junior Leadership Team Prefects All staff Pupil Voice SL	<ul style="list-style-type: none"> All pupils/staff are given the opportunity to make a positive contribution to the life of the school and its community. Opportunities for children/staff to talk about themselves, their culture, their diversity etc. Children can share their own experiences Pupils/staff are able to talk explicitly about diversity in the school curriculum. 		
					Parent Voice	<ul style="list-style-type: none"> Further develop community links. Parents come into school for assemblies, lessons, enrichment. 		
					Curriculum Development Subject Leaders SLT Staff	<ul style="list-style-type: none"> Staff to attend EDI training sessions half termly Consider whole school events/visitors/charities Subject leaders ensure the school curriculum is representative of our diverse school and community and of wider society. When planning lessons staff are beginning to ask themselves: is this balanced? Is this accurate? Who benefits from this narrative? Are the sources trustworthy? Why are things told in this way? Staff to begin to teach children to question what they are told/what they are learning as above 		
					Ensure diverse range of books English Lead/HT	<ul style="list-style-type: none"> Purchase diverse texts for children to access in the library, in classrooms, through guided reading, in the reading scheme 		

					<p>Learning Environment</p> <ul style="list-style-type: none"> • Learning environment is conducive to learning, e.g. not over whelming for pupils with SEND, supportive for pupils with EAL etc. • Resources are available to reduce barriers to learning, e.g. technology, visuals, scaffolding etc. 		
					<p>Embed PSHE and kindness</p> <ul style="list-style-type: none"> • Children talk confidently about how to keep themselves safe on and off-line. • Anti-racism underpins the whole school curriculum. • Reduction in all types of prejudicial behaviour incidents are evident in the data. 		
<p>Develop and embed a staff culture that encourages and values equality, diversity and inclusion across our workforce enabling all staff to achieve their very best.</p>	<p>Age Disability Gender reassignment Marriage/Civil Partnership Pregnancy/Maternity Ethnicity and race Religion or belief Sex Sexual orientation</p>				<p>HT All staff</p> <ul style="list-style-type: none"> • Whole school EDI training half termly • Training to support school to use a common language so all staff feel safe to openly discuss ethnicity, culture, prejudice, racism, anti-racism. • Staff can participate and speak freely about EDI and their experiences, and make recommendations in a bid to eliminate any prejudice or systemic racism 		
<p>All staff appointments and promotions are made on the basis of ability and in compliance with the law. Staffing of the school reflects the diversity of the community.</p>					<p>Trust SLT</p> <ul style="list-style-type: none"> • Anonymised applications to acknowledge potential unconscious bias in the recruitment process, prioritising the very best candidate for any role • Recruitment to positively reflect the diversity of our school community • Enhance diversity on interview panels • Trustee/governor recruitment to positively reflect the diversity of our school community 		