



beatrice tate school

Policy status	Statutory
Adopted by Governing Body	8th December 2025
Review date	December 2028

Safeguarding Statement

At Beatrice Tate School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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Version	Date	Author	Description of change
December 2022	05.12.22	WH	Reviewed and updated
December 2025	08.12.25	WH	Reviewed and updated (shown in italics) Section 1. Aims Section 3. Action Plan - includes 'success criteria' column

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our approach to equality and inclusion

Beatrice Tate School is committed to providing an ambitious, personalised curriculum that recognises the unique strengths, needs and communication profiles of learners with severe learning difficulties and profound and multiple learning difficulties. We believe every learner has the right to experience high-quality teaching, meaningful engagement, and consistent opportunities to develop independence, communication and personal autonomy. Inclusion is embedded across all curriculum pathways and is central to our ethos of dignity, respect and enabling learners to make sense of the world.

Each child who joins our school community is welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with students with severe learning difficulties and profound and multiple learning difficulties. At Beatrice Tate School, student achievement is celebrated in a student-centred teaching and learning environment and excellent achievement at school enables students to be as independent as possible so that they make the most of opportunities when they leave school. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Beatrice Tate School works closely with Tower Hamlets Local Authority, specialist therapists and external agencies to ensure accessibility arrangements remain robust and responsive. Planned expansion projects and ongoing improvements are designed in collaboration with the LA to maintain high standards of physical accessibility and safe access for all learners.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Success criteria	Person(s) responsible	Date to complete actions by
Increase access to the curriculum for students with a disability	<i>Our curriculum is designed to ensure equitable access for learners across the pre-formal, semi-formal and formal pathways. Teaching incorporates differentiated learning intentions, sensory integration approaches and a wide range of communication systems, including Makaton, PECS, communication books, symbols, switches, eye-gaze and other aided language tools.</i>	<i>Continuously review our pre-formal, semi-formal and formal curriculums to ensure students continue to make excellent progress towards challenging learning objectives</i>	<i>Review the curriculum statement, curriculum intents, implementation and impacts, as well as policies and procedures, to ensure the curriculum is accessible to all learners</i>	<i>Curriculum pathways clearly demonstrate differentiation for learners with SLD and PMLD Learner progress is evidenced through observations, pathway assessments and personalised learning records</i>	Curriculum Innovation Leads/ Subject Leads	September 2026
Improve and maintain access to the physical environment	Current building was specifically designed to meet the needs of all learners. Planned expansion will be designed and constructed similarly	There are no internal access issues	Complete the planned improvements, review student access to ensure a positive impact on learning.	Learners demonstrate increased access, confidence and independence across the school environment and local community.	Headteacher	September 2027

Accessibility Plan

	<i>The local area has excellent public transport links. However, it poses some accessibility challenges (curbs, narrow footpaths, limited access to Mile End Underground station/platforms)</i>	<i>Improve accessibility infrastructure in the local community.</i>	<i>Liaise with the LA, TfL and the Mayor's office to lobby for improved accessibility infrastructure in the local community.</i>	<i>Improved accessibility infrastructure in the local community</i>		
Improve the delivery of written information to students	The school uses a wide range of accessible communication approaches to ensure that information is meaningful for all learners. These include Makaton, PECS, communication books, Aided Language Displays, eye-gaze technology, objects of reference, sensory cues, symbols, VOCA devices and personalised communication systems. Staff receive regular training to ensure consistent implementation across the school. Visual timetables, photos, first-then boards, and structured routines are embedded across classrooms to support understanding, reduce anxiety and promote independence.	DHT and Curriculum Leader for Communication and Reading to review the effectiveness and impact of communication strategies across the school	Complete a communication audit and update policy so that all students improve their communication skills	<i>Updated curriculum documentation, communication policy and access audit are in place</i>	Deputy Headteacher and Curriculum Innovation Lead – Communication and Reading	September 2026

4. Access audit

Feature	Description	Actions to be taken	Person(s) responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Premises Manager	Ongoing
Corridor access	Corridors are wide with parking bays for wheelchairs and standing frames	Ensure student equipment does not block corridor	Premises Manager	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	Premises Manager	Ongoing
Parking bays	Disabled parking bays marked	None required	Premises Manager	Ongoing
Entrances	Automatic front doors, enclosed lobby	None required	Premises Manager	Ongoing
Hoists	All rooms have ceiling hoists. Some rooms have two hoists. One mobile hoist is also available.	Ensure service every 6 months	Premises Manager	Ongoing
Toilets	All hygiene areas have hoists. Toilets have disabled access and alarms	Ensure service every 6 months	Premises Manager	Ongoing
Reception area	Accessible to wheelchair users	None required	Premises Manager	Ongoing
Internal signage	Large high resolution signage is in place	None required	Headteacher	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Premises Manager	Ongoing

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team.

It will be approved by the Governing Body.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy