



THE BEACON

Accessibility Plan

Review Cycle:	Every year
Review by:	SMT, G(H&S), G(Board)
Last Governor Approval:	Autumn 2024
Next Governor Approval:	Autumn 2025
Current Version:	11

Policies linked to:

- Special Education Needs and/or Disabilities (SEN/D)
- Equal Opportunities Policy
- Counselling Policy

This document also appears on:

- School Website
- Staff Intranet

THIS POLICY ALSO APPLIES TO EARLY YEARS
This policy applies to governors, staff and pupils

Statement of intent

The Disability Discrimination Act 1995, as amended by Schedule 10 of the Equality Act 2010, places a legal requirement on all schools to increase accessibility for disabled pupils for at least a rolling 3-year period. As all schools are required to produce a written Accessibility Plan, ISI Inspectors are required to certify that an independent school has discharged its duty under the legislation.

This plan outlines how The Beacon aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Governing Board will have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headmaster and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headmaster will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The Head of Learning Support will be responsible for:

- Working closely with the Headmaster and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headmaster in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Senior Management Team (SMT) led by the Headmaster, will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the SMT will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the SMT will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the SMT will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the SMT will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

The Plan that follows has been developed following:

- an audit of existing arrangements within the school for accessibility to the school's facilities, curriculum and information by disabled pupils and to pupils with learning difficulties – **See Appendix A (Accessibility Plan – Physical Environment)**
- Consideration of actions that could be taken in order to increase such accessibility
- Allocation of priorities to these actions, taking account of existing and known prospective pupils, to determine an appropriate timescale for their completion.

Access

The Beacon has made reasonable access to pupils in order to accommodate their needs, listed below:

- the curriculum
- classroom organisation and timetabling
- access to school facilities
- school sports
- school policies
- breaks and lunchtimes
- the serving of school meals
- assessment and examination arrangements
- school discipline and sanctions
- exclusion procedures
- school clubs, educational visits and other activities
- preparation of pupils for the next phase of education

The Beacon will facilitate members of the public with disabilities to attend:

- Open Days
- Parents' Evenings
- Concerts and Plays
- Exhibitions
- Conferences
- Use of the sports facilities

Where a physical feature makes it either impossible or unreasonably difficult for a disabled person to access a service, the school will take reasonable steps to:

- Remove the feature
- Alter it so it no longer has that effect; or
- Provide reasonable means of avoiding the feature; or
- Provide a reasonable alternative method of making the service available.

Where an auxiliary aid or service would enable a disabled person to make use of the service, The Beacon will take reasonable steps to provide it.

The Beacon will take reasonable steps to ensure that lessons are organised in ways that offer the best possible opportunities for full participation by disabled pupils. The school will identify designated members of staff with whom disabled pupils and their parents may discuss the specific requirements of their intended curriculum, in advance, to ensure that learning support and other needs are identified and made known to relevant staff. These members of staff will also enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs.

Designated members of staff will receive appropriate training. The Beacon will take all reasonable steps to ensure that a pupil who becomes disabled during their career at the school has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career.

APPENDIX A: ACCESSIBILITY PLAN

PHYSICAL ENVIRONMENT

Location/area	Action	Timescale	Review
All buildings	Improve decoration for visually impaired – e.g. contrast doors/surrounds	To be included in Maintenance schedule	On-going
Music Studio	Install ramp from back external door	Not possible gradient/length will create a trip hazard on pathway.	N/A
Music Corridor	Install ramp to external door by Sports Hall	Not possible. Alternative access via Sports Hall Entrance/adjoining door to Music Corridor	N/A
Swimming Pool	The pool was covered in 2020 and as part of this work the area is now accessible to wheelchair users. Reviewing the possible purchase of a hoist for use in the swimming pool.		On-going
Minibuses	We have two minibuses with ramps and wheelchair access.	We will continue to review our minibus provision	On-going
Oakway Drive	Review to change part of the gravel drive to provide easier access for wheelchair users to Oakway building and our Reception Classrooms.		On-going
Oakway Classrooms	Disabled toilets in our Early Years building, Oakway	September 2021 in preparation for new pupil starting in January 2022.	Completed Jan 2022
Oakway Classroom	Ramp access to Oakway Classrooms	Finished by December 2021.	Completed Jan 2022
Disabled toilet in the Sports Hall	Work to upgrade and decorate	Summer 2022	Completed Summer 2023

Section 1: Is your school designed to meet the needs of all pupils? (see physical accessibility audit for more detail)			
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?	√	Most areas accessible directly or via a portable ramp. First floor in Languages Lab (Field House) not accessible but lab resources relocated to Ground Floor when needed	
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?	√		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√		
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?	√		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		Lift has tactile buttons but there has been no requirement for further assistance of this nature to date.	
Is the majority of décor and signage clear and accommodating for disabled pupils with visual impairment, autism or epilepsy?	√		
Are areas to which pupils should have access well lit?	√		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√		
Is furniture and equipment selected, adjusted and located appropriately?	√		

CURRICULUM

	Issue	What (Action?)	Who	When	Outcome	Review
Short term	Ensure the curriculum and all school activities can be accessed by all children	Across all subject areas through quality first teaching and enhanced provision for those who have been identified as needing additional support	LSC / All Staff/SMT	Ongoing	Ensure that the pupils always get proper access to the curriculum.	
	Environment and curriculum accessibility	Seating plans devised in conjunction with SEND information	LSC	Ongoing	Improve the accessibility to the curriculum by maximising the opportunities.	
	Examination accessibility	<p>Provision of scribes, prompters, readers etc to help pupils with SEND.</p> <p>Exam concession document and At a Glance in place and shared with all staff.</p> <p>Liaison with parents to ensure they are informed of any access arrangements.</p>	LSC	Ongoing	Improve access to examinations.	

	Regular updates of information and recommendations to staff concerning specific individuals with SEND	<p>LSC team provide up to date information to staff via the internal network.</p> <p>ADHD training delivered</p> <p>Steps training delivered</p> <p>Access to Educare training for staff to upskill knowledge of pupils' difficulties</p>	LSC	2024 and ongoing	Improve the understanding of the pupil's difficulties and improve their access to the curriculum.	
	Specific learning needs of those pupils with disabilities to all relevant staff	<p>LSC team will communicate specific information on the disabilities of pupils.</p> <p>At a Glance meetings with Head of Learning Support and school staff, parent meetings and annual reviews (EHCP)</p>	LSC	Ongoing	Clear information and guidance on how to maximise the learning opportunities for the disabled pupil.	
Medium term	Work with a variety of contacts to develop children's awareness of disabilities	Invite people with disabilities to The Beacon for talks etc.	Matt Davies	Ongoing		

		Review resources in the library and displays to portray disability positively PSHEE – International Day for Persons with Disabilities in December				
Long term	Training for staff on how to use equipment required by pupils with disabilities	Enlist the services of external agencies to provide training on equipment	LSC/Medical Centre/Specialist teachers	Ongoing		

INFORMATION

	Issue	What	Who	When	Outcome	Review
Medium term	Ensure parents/carers have equal opportunity to access information from the school	All printed material is also available online so can be enlarged where needed	Kerry Inch	Ongoing		