**Accessibility Plan**

Beacon Independent School



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| **Approved by:** | John Page | Date: March 2025 |
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## Introduction

This plan is drawn up in accordance with the planning duty in the Disability

Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA).

It draws on the guidance set out in ‘Accessible Schools: Planning to increase access to schools for disabled students’, issued by DfES in July 2002.

## 2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

## 3. Key Objectives of the Accessibility Plan

1. to increase the extent to which disabled students can participate in the provision curriculum;
2. to improve the physical environment of Beacon Independent School to increase the extent to which disabled students, staff and visitors can take advantage of education and associated services;
3. to improve communication to students and parents/carers.

## 4. Principles

▪ Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the school’s aims and equal opportunities policy, and the operation of the provision’s SEND policy;

▪ The school recognises its duty under the DDA (as amended by the SEN and Disability Act 2001)

* Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
* Not to treat disabled students less favourably
* To take reasonable steps to avoid putting disabled students at a substantial disadvantage
* To publish an Accessibility Plan

▪ The provision recognises and values parents/carers’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality.

 (*General School Policy and SEND policy)*;

▪ The provision provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum.

* Setting suitable learning challenges
* Responding to students’ diverse learning needs
* Consulting with appropriate support agencies and thus reducing potential barriers to learning and assessment for individuals and groups of students.

## 5. Activity

This section outlines the main activities which Beacon Independent School undertakes, and is planning to undertake, to achieve the key objectives (above).

### a Increasing the extent to which disabled students can participate in the school curriculum

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

* Year on year planning for a more inclusive curriculum;
* Changes to teaching and learning arrangements;
* Classroom organisation;
* Deployment of auxiliary aids and personnel;
* Information and training for staff.

### b Improving the physical environment of the school

We see this as attempting to ‘increase the extent to which disabled students are able to take advantage of education and associated services’.

* Visual improvement
* Signs
* Improvements in the acoustic environment
* Furniture
* Disabled toilets/showers
* Steps
* External hard surfaces
* Fire alarm procedures
* Lighting
* Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings *(DfES Guidance ‘Accessible Schools’)*

### c Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested *(DfES Guidance ‘Accessible Schools’)*

* Modified examination papers
* Modified resource and support material
* ICT facilities

## 6. Related Beacon Independent School Policies

This Plan will contribute to the review and revision of related school policies e.g.

* SEND policy
* Curriculum Policy
* Health & Safety Policy
* School Improvement Plan

## Beacon Independent School Plan: 2025

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| **Objective**  | **Action(s)/Strategies**  | **When**  | **Success Criteria**  | **Monitoring & Evaluation**  |
| **Increasing the extent to which disabled students can participate in the school curriculum**  | * Regular review of curriculum to ensure full accessibility

 * High expectations of all students

 * Introduction of specialist courses for targeted students (where appropriate).

   * Increased staffing to allow smaller classes.

 * Individualised timetables in Years 10 and 11

 * Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases)

 * Personalised Learning & Assessment for Learning

  * Range of Learning and Teaching strategies facilitated by high-quality ICT

 * Deployment of auxiliary aids and personnel
 | Yearly   On going  On going      On going   On going   On going     On going    On going    Appropriate time  | * Removal of barriers to learning and participation.

 * Higher achievement by all.

 * Fewer disaffected and underachieving students.

    * Students achieve target grades/levels.

    * Classrooms optimally organised for disabled students.
* Students working at their own level and achieving their

targets grades/levels      * Placement is appropriate

  | SLT level - annually   All staff  As part of the Options programme, consider the needs of the year group         All staff             SENCO   |

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|  |   * Information and training for staff (SEN department + outside agencies)

  * Core department TAs appointed, with specialist training. Training updated and provided on a needs basis

 The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts (DfE Guidance ‘Accessible Schools’)  |   Ongoing     On going   |   * Teachers and TAs have the necessary training to teach and support current disabled students.

 * Additional support for disabled students.

  |   SENCO     SENCO HODs - core subjects  |
| **Improving the physical environment of the school**  | * Improvements in the acoustic environment

  * Improvements in lighting in all classrooms (LED)
* To ensure the lighting can be adjusted to meet individual needs and ensure displays can be used effectively
* Ensure office staff have sufficient awareness of access and equality

     | Ongoing as rooms are refurbished    Ongoing   Ongoing    On enrolment | * Refurbished classrooms more soundproofed

 * All classrooms and corridors fitted with LED lighting from

2026 Office staff to access relevant training Read policies  | Ongoing         Headteacher    Headteacher |

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| **Provision of information**  | * Examination papers – GCSE are modified

 * Resource material is modified

  * Information for visitors with disabilities in writing on arrival
 | Each year   Ongoing    Ongoing  | * Good links between SENCO and all staff
* Staff are following advice and students are receiving modified material

 * Clear information including parking availability etc
 |  SENCO        Receptionist  |