



Beechwood School

Access Plan

Accessibility Statement

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Beechwood School Accessibility Policy Statement

We recognise that many of our students, visitors and staff, whether disabled or otherwise, have individual needs when using school and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive education, we will endeavour to ensure that disabled students receive the same standard of education as non-disabled students.

In light of this, Beechwood School will:

- inform all staff that our policy for the provision of educational services ensures the inclusion of disabled students and such communications will address the legal obligation of staff and the school;
- provide appropriate disability awareness training for staff, which will explain the school policy towards disabled students and the effective implementation and monitoring of it;
- address acts of disability discrimination via existing conduct codes, where appropriate;
- encourage suppliers and contractors, to adopt similar policies towards disabled students.

In order to ensure that the education we provide effectively meets the needs of disabled students we will:

- consult with disabled students, parents, staff and disability organisations;
- plan to make access improvements to enable disabled people to use our building and access our educational provision and ensure we effectively communicate their availability;
- regularly review whether our education provision and other services are both accessible and effective, and take appropriate action to improve as in whatever way is reasonable in line with our responsibility under the Equality Act;
- monitor the implementation and effectiveness of this policy on a regular basis;
- operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

Beechwood School Access Plan

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled students. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Schools have a duty to put in place “reasonable adjustments” to their policies, procedures and practices to accommodate students with disability more fully in school life. All schools are required to produce a written Access Plan. The plan should detail the school’s intentions to enable access for disabled students to three key areas:

- the buildings;
- the curriculum;
- information.

Beechwood School’s accessibility plan is aimed at:

- improving the physical environment of Beechwood to enable disabled students, staff and visitors to take better advantage of education, benefits, facilities and services provided;
- increasing the extent to which disabled students can participate in the curriculum;
- improving the availability of accessible information to disabled students, staff and visitors;
- monitor recruitment procedures to ensure that people with disabilities are given equal opportunities;
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers;
- where necessary, undertake reasonable adjustments to enable staff to fully access the workplace.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

The Definition of Disability

The 2010 Equality Act defines a disabled person as someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer re-coverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Reviewed: June 2023

Next Review Date: Summer 2026

Vision and Values

At Beechwood we believe that all children and young people have the right to:

- be healthy, happy and safe;
- be valued and respected;
- have high aspirations for their future.

Access Plans

The Physical Environment

<u>Area</u>	<u>Action</u>	<u>Review</u>
Whole school	Service and review of enhanced fire systems for students with impaired hearing. Service and review of fire beacons for the hard of hearing.	Weekly testing of fire alarms, half yearly servicing of systems. Weekly testing of fire alarms, half yearly servicing of systems.
All staff	Provide the relevant training to facilitate the experience and learning of disabled students	Ongoing
Entry/Exit from the school	Ensure adequate designated disabled places are available for parking; Provide Evacuation chairs and training for all relevant staff on their use;	There are 8 disabled spaces available Evacuation Chairs are available and staff trained in their use.
Intimate care	Review intimate care policy to ensure student toileting needs are met.	Annually
Lifts	There are two lifts on site	Annual service and maintenance
Toilets	There are twelve disabled toilets in the school	Daily checks and maintenance
Swimming pool	Mobile hoist for disabled user, provide training for staff.	Annual maintenance
Classrooms	Adjustable tables	Weekly checks
Refuge points	Check and maintain 'Out Stations'	Daily

Individual needs

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENDCO (for students) and line managers (for staff).

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