

## Beaumont School Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 (schedule 10) for:

1. increasing the extent to which disabled students can participate in the school's curriculum
2. improving the physical environment of the school for the purpose of increasing the extent to which disabled students, parents and other community stakeholders are able to take advantage of education and benefits, facilities and services provided or offered by the school
3. improving the delivery to disabled students of information which is readily accessible to students who are not disabled

Aim Current	Good practice	Actions to be taken	Person responsible	Success criteria	Timeframe
<p>Increasing the extent to which disabled students can participate in the school's curriculum</p>	<p>Our school offers an inclusive and broad curriculum for all students. This includes a broad curriculum at KS3 and guided choices at Key Stage 4.</p> <p>The intent, implementation and impact of the curriculum is reviewed to ensure it meets the needs of all students.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Support and interventions for students with additional needs are targeted and appropriate. These are shared with key stakeholders and reviewed with parents.</p>	<p>Continue to review the school curriculum on an ongoing basis to ensure it is fully inclusive and meets the needs of all students.</p>	<p>DHT – Curriculum</p>	<p>All learners, including those with a disability, are able to experience our curriculum in full and make good progress in publicly recognised qualifications.</p>	<p>Feb 2024</p>

	<p>Where necessary, we use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Teachers are well informed about students' needs so they can adapt their provision in order to meet them effectively.</p> <p>In exceptional circumstances, the curriculum is adjusted to meet the specific needs of individual students.</p>	<p>Continue to provide training and regular updates about tools and applications which are useful for delivering highly personalised teaching and learning</p> <p>Continue to further refine systems to ensure staff can access key information about students' needs efficiently. Alongside this, provide regular updates about the learning needs of SEND students.</p>	<p>AHT –New Technologies in Teaching and Learning</p> <p>SENCO and Learning Support Team</p>		<p>June 2024</p> <p>Sept 2023 and when student needs require updates</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students, staff and visitors to the school as required. This includes:</p> <ul style="list-style-type: none"> <li>Step free access via ramps into every block with automatic door entry in main areas</li> <li>Appropriate corridor and pathway widths</li> <li>Dedicated disabled parking bays</li> <li>Disabled toilets in almost all blocks across the school.</li> </ul>	<p>Ensure accessibility remains a key factor in the design of the school's redevelopments and new builds.</p>	<p>Headteacher Business Manager Site Team</p>	<p>All stakeholders are able to access all areas of the school regardless of ability or need</p>	<p>July 2024 and ongoing with SRP</p>

	<p>Disabled changing facilities in the Sports Hall.</p> <p>Library shelving at wheelchair-accessible height</p> <p>High visibility paint used to provide indication of hazardous areas – e.g. curbs, stairs, ramps and railings</p>	<p>Continue to repaint key hazardous areas – e.g. curbs, stairs, ramps and railings on an annual basis</p>			When required
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Installed external signage</p> <p>Large print resources</p> <p>Braille where needed</p> <p>Microphones and VI equipment tailored to the individual needs of Students</p>	<p>Adhere to JCQ exam regulations: enlarged print and other designated access arrangements.</p> <p>Ensure students have equipment such as magnifiers and reading pens where needed</p> <p>Liaise with external agencies such as PNI (Physical and Neurological Impairment Team), VI (Visual Impairment) and HI (Hearing Impairment) teams, alongside communication teams to enable</p>	<p>Exams Officer</p> <p>SENCO</p> <p>Learning Support Team</p>	<p>All students will have access to all communications</p>	<p>July 2024</p>
<p>A whole school approach to inclusion</p>	<p>All staff are trained through a comprehensive CPD programme, teaching tips, INSET, staff meetings and external training opportunities.</p>	<p>Continuing staff training surrounding SEN, PP, CLA Students.</p>	<p>Leadership Team</p> <p>SENCO</p> <p>PP Coordinator/PP Champions</p>	<p>A truly inclusive school in all areas of the curriculum, environment and resources in line</p>	<p>July 2024</p>

	<p>Support provided through the Mental Health Lead and Deputy Mental Health Lead.</p> <p>Close working partnership between Heads of Year, DSL's, SENCo and Student Services Managers.</p>		<p>Designated Teacher</p>	<p>with the Equality Act 2010.</p>	
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The Leadership Team will review the school accessibility plan annually.

Next review: 25/11/24