

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
Increasing the extent to which disabled students can participate in the school's curriculum	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.	Continue to review the school curriculum on an ongoing basis to ensure it is fully inclusive and safe, and meets the needs of all students.	DHT – Curriculum	All learners, including those with a disability, are able to experience our curriculum in full and make good progress in publicly recognised qualifications.	ongoing
	The intent, implementation and impact of the curriculum is reviewed to ensure it meets the needs of all students.				
	Curriculum progress is tracked for all students, including those with a disability.				
	Support and interventions for students with additional needs are targeted and appropriate. These are shared with key stakeholders and reviewed with parents.				
	Where necessary, we use resources tailored to the needs of students	Continue to provide training and regular	AHT –New Technologies in		ongoing

	<p>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>Class summaries for staff provided for all staff with overviews of every class</p>	<p>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>Update from Bromcom regularly</p>	<p>Teaching and Learning</p> <p>SENCO and Learning Support Team</p> <p>Assistant Headteacher</p>		<p>Sept 2024 and when student needs require updates</p> <p>Ongoing- at least every half term</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.</p> <p>This includes: Step free access via ramps into every block with automatic door entry in main areas</p>	<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>ongoing with SRP</p>

	<p>Appropriate corridor and pathway widths</p> <p>Dedicated disabled parking bays</p> <p>Disabled toilets in almost all blocks across the school.</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>Timetabling of students who are unable to access evac chair</p>	<p>Continue to repaint key hazardous areas – e.g. curbs, stairs, ramps and railings on an annual basis</p> <p>Ensure not upstairs in B Block, A block or G block</p>	School Timetabler	Full access to all classrooms and can access safety routes when an evacuation of a building	<p>When required</p> <p>Sept 2024/Sept 2025</p>
Improve the delivery of information to students with a disability	<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>Sound proof classrooms and classes that meet the specifications for those with a hearing loss.</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</p>	Exams Officer SENCO Learning Support Team	All students will have access to all communications	ongoing

		(Visual Impairment) and HI (Hearing Impairment) teams, alongside communication teams to enable			
A whole school approach to inclusion	All staff are trained through a comprehensive CPD programme, teaching tips, INSET, staff meetings and external training opportunities Support provided through the Mental Health Lead and Deputy Mental Health Lead Close working partnership between Heads of Year, DSL's, SENCo and Student Services Managers.	Continuing staff training surrounding SEN, PP, CLA Students.	Leadership Team SENCO PP Coordinator/PP Champions Designated Teacher	A truly inclusive school in all areas of the curriculum, environment and resources in line with the equality act 2010.	ongoing

The Leadership Team will review the school accessibility plan annually.

Next review: 25/11/25