



Beckfoot Disability and Accessibility Plan September 2020- September 2023

Ethos and Values

Beckfoot School is committed to ensuring equality of education and opportunity for all - including pupils, staff and all those involved in the school community. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability, are proud of their identity and are able to participate fully in school life.

Beckfoot is proud to have designated specialist provision for pupils with physical difficulties. The achievement of disabled students will continue to be supported and monitored. We have high expectations of all our students and aim to offer inclusive teaching throughout the school. We will make reasonable adjustments to ensure that the school environment is accessible for all of our children, their parents and carers.

At Beckfoot School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.

Legislation and guidance

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [Guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Involvement and Consultation

Beckfoot works closely with the Local Authority and in partnership with external agencies and support services to ensure that all of our learners can access the full range of educational provision that our school has to offer.

Where appropriate we will seek specialist advice to inform the planning of reasonable adjustments, but most reasonable adjustments can be resolved within the school setting. We have discussed the scheme at multi agency meetings with representatives from Health (physiotherapists and wheel chair services staff) and Social Services representatives. Student voice is taken seriously and is welcomed.

Accessibility

Beckfoot is a purpose-built mainstream school with provision for children with physical difficulties. It is a PFI school built through the Building Schools for the Future scheme. As a PFI school the maintenance of the building is the responsibility of AMEY FM. Any building alterations have to be carried out in line with the mechanisms in the PFI contract.

This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Beckfoot ensures full access to the curriculum and enrichment activities for all the students in the following ways;

- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning.
- Candidates sitting exams will be covered under the terms of the DDA and new guidance from the examination boards taken into account.
- The SEND team and exam staff will work together to ensure that barriers which may prevent candidates from assessing opportunities and achieving their full potential are removed.
- All necessary evidence to support an application for access arrangements will be investigated.
- Regard for building accessibility, furniture, signage and resources, including ICT and sports equipment for candidates to achieve potential in place.
- Ensuring that the talents of disabled pupils are represented.

Disability Accessibility Plan

- Lessons are differentiated to meet individual needs.
- Facilities are available for pupils with sensory impairments.
- All stairs are all marked with visibility strip on each step and have hand rails on both sides
- Disabled parking is near the school entrance
- The school has a hygiene room with facilities including hoist, changing table, shower and sluice.
- The admissions policy gives equal rights to all potential applications regardless of ability or disability.
- No student is excluded from school due to their disability or difficulties.
- Running school disabled minibus with tail lift to enable our wheelchair user's equal opportunities.
- Enrichment opportunities for students with profound and multiple needs
- Encouraging the participation of enrichment activities for all our learners
- Class support is provided for students with additional needs
- Emergency and evacuation procedures are in place.
- A school health carer and several first aiders are available throughout the day and on trips.
- Healthcare plans are circulated to relevant staff members.
- Monitor incidents of harassment and bullying of disabled pupils. (See Bullying Policy)
- Encourage pupils to report and take action against offenders.
- Social skills groups and various activities to promote tolerance and understanding.
- PSHCE and Citizenship programmes including assemblies highlighting cohesion and celebrating diversity.
- All students treated equally and given equal opportunities to learn and achieve.
- Signs are clear for students and visitors
- Close links maintained between agencies in order to receive advice and support to students with SEND
- Celebrate and promote key events such as the annual disability sports events.
- Lego Therapy for students with ASC to improve communication skills
- Alternative curriculum opportunities for learners who find mainstream curriculum challenging.
- Close links with Connexions service and Work Experience opportunities for all Year 10 students.

Monitoring and reporting

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by Beckfoot Local School Committee and the Headteacher.

Accessibility Plan September 2020 – August 2023

Issue	Action	Responsibility	When	Date complete
1a. Car Parking, use of 8 disabled spaces	Investigate an increase in number of spaces to 15	Kirsty Dwyer / Mark Jackson	Spring 2020	
1b. Unauthorised use of disabled spaces	Provide staff to ensure authorised use only at the end of the school day	Suzanne Wahed (Kirsty Dwyer)	Autumn 2019	6 January 2020
1c. Safety of students/visitors with moving vehicles in car park	Installation of markings for pedestrian walkway	Mark Jackson / Amey	Spring 2020	September 2020
2. Accessing learning for DSP students using laptops	Utilise Docs Plus to support class work of DSP students. Staff to continue training	Mike Barnes	Spring 2021	Autumn 21