



# BEACON HILL COMMUNITY SCHOOL ACCESS PLAN (OCT 2016)

**Date of Issue and approved by Governors:**

**Review Date: 2016**

**Updated: October 2016**

**From April 2004 each school is legally required to have an access plan which defines actions needed to make the school and its curriculum more accessible to all students.**

This plan follows an audit conducted by D Millne (Headteacher) and L Saunders (SENCO)

It is divided into three strands:

- The school curriculum
- Improving the way information is presented to disabled students
- The physical environment of the school

Strand one and two will be planned together

Updated by L Saunders (SENCo) in October 2016.

## Accessibility Plan

### **Strand: Curriculum & Improving the way information is presented to disabled student.**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Funding</b>
<b>Short term</b>	<p>Support weaker readers</p> <p>Continue to make practical arrangements so all trips/ visits and are inclusive.</p> <p>Continue to <u>risk assess</u> and manage movement and other potential hazardous activities for disabled students.</p> <p>Parents/ pupils/ teachers in school contribute to the design of Passports</p>	<p>Renew literacy online and use all facilities</p> <p>Adapt and differentiate materials.</p> <p>Risk assessments completed as and when needed</p> <p>Make time at staff meetings</p>	<p>Clear data for team to work with</p> <p>School more accessible</p> <p>Teachers know students Passport targets</p>	<p>Sept 2016</p> <p>Immediately</p> <p>Ongoing</p> <p>From Sept 2016</p>	<p>School budget</p> <p>SEN dept.</p>
<b>Medium term</b>	<p>Disability given equal opportunity and recognized through subjects.</p> <p>Staff training before entry of any students with a disability.</p> <p>Availability of specialist equipment for practical subjects for disabled students e.g. non-slip mats for food technology.</p> <p>Courses in KS4 will be designed to meet needs of disabled students.</p>	<p>Liaison with outside agencies</p> <p>Identification of courses and development of Functional Learning</p>	<p>Raising of self-esteem for students with SEN.</p> <p>Teachers are able to more fully meet the needs of disabled students needs in regard to the curriculum.</p> <p>Success and sense of achievement for SEND students</p>	<p>Immediately</p> <p>Sept 16</p>	<p>Dept capitation reserved.</p>
<b>Long term</b>	<p>All teachers confident in delivering the curriculum that is accessible for all.</p>	<p>Continue to provide INSET.</p> <p>Identify and review courses that will meet school and student needs.</p>	<p>Increase in access to the curriculum.</p>	<p>From Sept 16</p> <p>Ongoing</p>	

## Strand: The Physical Environment of the school

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Funding</b>
<b>Short term</b>	Use of LSD facilities during break times for students with disabilities.		Pupils with disabilities have somewhere safe to go.	Immediately	Nil.
<b>Medium term</b>	Guidance from specialists (Visually Impaired Service, Autism Service) taken in arranging classrooms for maximum benefit to disabled students.	LSD to work with specialist teachers if and when need arises.	Any pupil with disability has equal access to physical environment.	As and when requested	LA.
<b>Long term</b>	<p>School plans to improve access to designated areas of the school.</p> <p><u>Adapt</u> – Timetable for lower floor access. Adaption of fire plan to ensure safety.</p> <p>Any refurbishment to consider accessibility levels of worktops, switches, door width etc.</p> <p>Lift installed to allow access to all levels.</p> <p>Outside play areas made more accessible.</p>	<p>Handrails and ramps fitted where appropriate and when need arises.</p> <p>(Bid to install lift when need arises).</p> <p>Ramps and handrails fitted outside.</p>	<p>Lower school accessible.</p> <p>All school areas accessible.</p>	Not specified	LA.