



BEAUDESERT PARK SCHOOL

ACCESSIBILITY POLICY & PLAN

This is a whole school policy including the EYFS.

INTRODUCTION

This document represents Beauesert Park School's (the 'School's') three-year Accessibility Plan put in place, in accordance with the Equality ACT 2010, in order to ensure, where possible, 'reasonable adjustments' for current and future disabled pupils. This Plan covers the period September 2021 to August 2024 and will be kept under review during the period and revised as necessary.

The School does not treat disabled pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

This plan reflects the School ethos of inclusion and the desire to be prepared to admit pupils who may have disabilities. The accessibility plan should be read in conjunction with other plans and policies, especially the Disability Inclusion, SEN and Learning Support Policy and the Equal Opportunities Policy. Staff at the School will work closely with colleagues from other agencies in order to identify and provide the best support possible.

The accessibility plan deals with;

- the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum;
- how the School ensures School information is in a format that is easily understood by pupils with disabilities
- how the School improves the physical environment in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.

The Governors ensure the provision of the resources required to implement the plan. Implementation of the plan is overseen by the Headmaster. The plan is reviewed annually by the governing body.

Parents of prospective pupils are asked to declare any disabilities at the time of registration such that the School can make an assessment of the child's abilities and also plan for reasonable adjustments to the School, the curriculum and its delivery. The School will make available clear information about access to buildings and support facilities to enable the parents of disabled pupils to make an informed choice of school. Families are asked to note that the school buildings include some which are historic and

others which have narrow stairways which may present problems to anyone with a physical disability.

No pupil will be refused a place at the School on the grounds of disability alone before an opportunity has been provided for full consideration of the specific support or facilities required, in consultation with the Headmaster, the Senior Management Team, the Special Educational Needs Co-ordinator and others whose expertise may be required for the specific situation.

INCREASE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE CURRICULUM

The School will take appropriate steps to ensure that lessons are organised in ways that offer the best possible opportunities for full participation by disabled pupils.

The School will identify designated members of staff with whom disabled pupils and their parents may discuss the specific requirements of their intended curriculum, in advance, to ensure that learning support and other needs are identified and made known to relevant staff. This mechanism will also be used to enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.

Appropriate modes of examination and assessment will be determined after consultation with the pupil and their parents, relevant academic staff, the Special Educational Needs Co-ordinator and others, as necessary. The purpose of any special arrangements shall be to compensate for any restriction imposed by the disability without compromising academic standards.

The School will take all appropriate steps to ensure that a pupil who becomes disabled during their career at the school has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career.

The School will aim to ensure that disabled pupils have equal access to all pupil facilities.

IMPROVE DELIVERY OF INFORMATION TO DISABLED PUPILS

The School considers periodically how the delivery of information to pupils and, in particular, disabled pupils could be improved. The School is equipped with a number of interactive whiteboards which can be formatted to optimise the presentation of information to disabled pupils if needs arise. Furthermore, if the need arose the School would consider procuring large print, Braille, aural enhancement devices or audiotape resources to help improve the delivery of the curriculum to pupils with disabilities in these areas. The School has multiple tablet computers to improve the delivery of the curriculum to pupils with dyspraxia. Alternatively, pupils may, on agreement, use their own devices under the supervision of the School's IT Support department.

IMPROVE PHYSICAL ENVIRONMENT

The School estate, by the nature of its topography, is not the most accessible of sites and indeed movement between the buildings across the different levels does present

problems to anyone with a physical disability. However, recent new building and modernisation programmes have taken due recognition of the requirement to improve physical access across the site, particularly regarding disabled access. Any future building programmes will continue to reflect improving physical accessibility as a standing requirement.

An accessibility assessment of all the school buildings is undertaken annually, the results of the most recent of which are detailed at Annex A, which also includes both short-term and long-term measures to improve physical accessibility. However, to date the School has had very few disabled pupils; if there should be a significant change to this the School would need to consider undertaking a remedial works programme to further improve physical accessibility as noted in the Annex. Many of the restrictions could be overcome by relocating subject lessons, with no reliance on specialised teaching equipment, from inaccessible classrooms to those appropriate for accessibility.

The School will ensure that all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other Health and Safety issues within the School that affect them.

ADOPTION OF ACCESSIBILITY PLAN

This Accessibility Plan has been discussed and accepted by the School's Management Team, Health & Safety representatives, and Heads of Department. The School staff realise that improvement of the School's educational and physical resources may be required in the future to facilitate the delivery of the curriculum to current and potential pupils; any such improvements should be identified to the undersigned.

This policy can be made available in large print or other accessible format if required.

Annex A: Accessibility Assessment of Beaudesert Park School.

Authorised by	T Ahearne <u>Chair of Finance & General Purposes Committee</u>
Date 23 rd November 2021	
Approved by	M Pyper <u>Chair of Governors</u>
Date 23 rd November 2021	
Last Reviewed	November 2020
Next Review	November 2022

ANNEX A – ACCESSIBILITY ASSESSMENT OF BEAUDESERT PARK SCHOOL.

Assessed by: T Scrivener, Finance Director & A Hale, Estates Manager

Date assessed: September 2021

<u>Ser No</u>	<u>Area</u>	<u>Assessment (findings)</u>	<u>Short Term Measures to Improve Accessibility</u>	<u>Further Potential Measures to Improve Accessibility if Required</u>
1	Qube classroom block	Access to the Qube classroom block is via a level path and small ramp to enable access to two of the four classrooms within the block. These classrooms are, however, somewhat remote from the rest of the School. Disabled toilet facilities are available in the block.	These classrooms are used both as form rooms and general subjects' classrooms. Short-term measures would allocate disabled pupils to form rooms closer to the core of the School, if or when necessary.	If demand were sufficient, further landscaping could be undertaken to provide better path surfaces leading to the classrooms.
2	Swimming Pool & Gym	Disabled Access is available to the gym and on to the swimming pool through the entrance doors at the western end of the Year 3/4 classroom block; this in turn has good disabled access from all parts of the school via footpaths.	None required. Lifting device to improve swimming pool entry should be considered if and when required.	None required.

3	Changing Rooms with associated shower and toilet facilities	Disabled access is available to the male changing rooms from the gym, see 2 above, and the indoor swimming pool. Access to the first floor female pupil and staff changing rooms is via internal or external staircases and is very poor. There is a stand-alone disabled toilet and shower room adjacent to the male changing rooms that could be used for male or female disabled pupils.	Alternative female changing room and shower facilities are available in the old ground floor swimming pool changing rooms, which would present level access from the gym. Additional staff requirement to supervise changing would be required which would be considered as and when the need arose. Nearby disabled toilet facilities, which could be designated for female use only, are available at ground floor level at the far side of the gym.	If the demand arose in the future, an internal stair lift could be fitted to carry females up to the first floor level.
4	Year 3 & 4 Classroom Block & IT Suites	Access to Year 4 classrooms on the ground floor is good. Access to the Year 3 classrooms on the first floor and IT Suites would need to be improved if the demand was sufficient.	Short-term measures would allocate disabled pupils to lower floor classrooms, and IT lessons could be reallocated to the IT Suite in the Design & Technology Studio, see Ser No 9, or provided elsewhere using laptops	If demand were sufficient, an internal stair lift could be fitted to the stairs by the Year 3/4 Classroom Block main entrance.
5	Library	Access to the Library on the second floor would need to be improved if the demand was sufficient.	Librarian could assist pupils with the selection of books from the Library. Some books could also be kept in bookshelves in the first floor lobby area for easier access.	If demand were sufficient, an internal stair lift could be fitted to the Library stairs; this would also need the longer-term measure identified at Ser No 4 to be completed. Within the Library itself, ramps could be fitted to allow access to the different levels.
6	Learning Support	Access to the Learning Support area is difficult being via staircases only.	Short-term measures would allocate disabled pupils to more accessible locations for their lessons such as the small meeting room by the language classrooms.	If demand were sufficient it would be necessary to relocate Learning Support to a more accessible part of the School buildings.
7	Pre-Prep Classrooms & Hall	Access to Pre-Prep is good at ground level, but difficult at first floor level being via a staircase only.	Short-term measures would allocate disabled pupils and their classes to ground floor classrooms if the need arose.	If demand were sufficient, an internal stair lift could be fitted to the Pre-prep stairs

8	Science Block	Access to both floors of the Science block is possible, via the gym fire doors if first floor access is required.	None required.	None required.
9	Art Studio	Access to the first floor Art Studio is very problematic for any child with a physical disability.	None identified that would improve access; as a non-core subject consideration would need to be given to missing lessons in this subject.	The only way to improve access to the Art Studio would be for an external stair lift to be fitted from the first floor external door of the Year 3/4 Classroom Block; this would also need the longer-term measure identified at Ser No 4 to be completed.
10	Design & Technology Studio	Access to Design & Technology Studio is good; assistance by teaching staff with provision of tooling would be required.	None required	None required.
11	Office Accommodation in Highlands (Main House)	The offices are located on the ground floor. Access ramps are available to facilitate wheelchair access through the main entrance.	None required.	None required.
12	Boarding Accommodation in Highlands (Main House)	The boarding accommodation, including dormitories and washroom facilities, in Highlands is based on the first and second floors and is inaccessible to pupils with physical disability.	None identified.	The access to the first and second floor could only be achieved by the installation of a lift. Planning and building regulation approval is unlikely to be granted for such a proposal in a Grade 2 Listed Building. Furthermore, space considerations and high cost for the lift, would mean that this is not a reasonable/feasible adjustment. Therefore, boarding could not effectively be offered to physically disabled pupils.
13	Attic spaces.	Pupils do not require access to attics.	None required.	None required.

14	Kitchens	Pupils do not require access to the kitchen.	None required.	None required.
15	Dining Room	Access to the Dining Room is available from the Kitchen Yard via the ramped access in the kitchen corridor.	None required.	Consideration should be given to the addition of a stair-lift from the lower floor of the Year 3/4 Classroom Block if the demand was sufficient.
16	Pottery	Access to the Pottery is available from the Kitchen Yard Entrance.	None required	None required
17	Playing Fields and Sports Pavilion	The School's Playing Fields are flat and the pavilion is single story with disabled access.	Transport to the playing fields is available by minibus or School car if required.	None required
18	Astro and tennis courts	Both the astro and tennis courts are accessed via a smooth path from the level above. However, access from the main school to the courts is via a stepped path.	Transport to the courts is available by School car if required.	None required
19	Stable Yard	Pupils do not require access to the Stable Yard.	None required.	None required.

20	Transport	The School has 8 minibuses, six of which have disabled access and facilities for carrying wheelchairs. Also, all minibuses now have a lower step to the passenger compartment to facilitate entry and egress.	None required.	None required.
21	Cellar	Pupils do not require access to the cellar, access is only required by Support Team staff.	None required.	None required.
22	Plant Rooms	Pupils do not require access to plant rooms.	None required.	None required.
23	Performing Arts Centre	The Performing Arts Centre has disabled access at all levels and sufficient disabled toilet facilities.	None required.	None required.