Accessibility policy

The Beech House School

Approved by:	Camilla McInnes
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The Beech House School Accessibility policy

The Beech House School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors, and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work with SEN/ differently abled, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and is planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Purpose of the Policy

The purpose of this policy is to show how The Beech House School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. We are a very small school in a residential premises and as such we have work to do to make our premises fully accessible.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion, belief, or sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

Definition of Disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Accessibility at The Beech House School

The Beech House School is committed to providing an environment that enables full curriculum access, that values and includes all pupils, staff, parents, and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The Beech House School is currently working on creating a more accessible environment for those physically impaired. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to, disability and to developing a culture of inclusion, support and awareness within the school.

While The Beech House School is not currently fully accessible due to the presence of stairs leading to the main school building, we are committed to ensuring that all pupils and staff have equitable access to education and support. To accommodate individuals who are unable to access the main building, we provide a dedicated outbuilding on site. This space is fully equipped to support the learning needs of pupils who may have mobility challenges or are temporarily unable to use stairs due to injury.
The outbuilding also serves as a flexible resource for staff and pupils recovering from temporary injuries, ensuring continuity of education and care. We are continually reviewing our accessibility arrangements to best

meet the needs of our school community

We Commit To:

· Ensuring access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as their peers. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school activities, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

· Improving and maintaining access to the physical environment of the school, adding specialist facilities as necessary and where practicable – including making improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe. In practical terms, this means that we will teach students downstairs in the Home if they are unable to reach the classrooms on the first floor, although due to such a small staff this is currently not always possible. Over time, we aim to extend the school to new premises where full access to all areas of the school will be a priority.

· Ensuring the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. School information is made available in various formats within a reasonable timeframe.

Whole school training recognises the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan