



BEESTON HALL SCHOOL

17b - ACCESSIBILITY POLICY AND PLAN – SEPTEMBER 2019-July 2022

In accordance with Schedule 10 of the Equality Act 2010, the school is required to have a 3-year accessibility plan which addresses:

- How we plan to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled); and
- How we can improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services of the school.

The Equality Act defines disability as follows:

'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities'.

This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014.

We value the diversity of the School Community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to school life; we therefore seek to remove barriers to entry for pupils with special needs and/or disabilities.

AIMS AND OBJECTIVES

Beeston Hall School provides all pupils with a broad and balanced education which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This endorses the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum. To achieve these objectives Beeston Hall School will:

- Set suitable learning challenges;
- Respond to pupils' diverse needs;
- Overcome potential barriers to learning and assessment for individuals and groups of pupils;
- Identify and remove barriers to disabled parents, visitors and pupils in all areas of school life.

Beeston Hall School's Ethos and Aims

Beeston Hall's whole school aims stress:

- Continuity and balance and recognition of the individual
- Variety of experiences, skills, concepts, knowledge

A child at Beeston Hall has the opportunity to enhance self-esteem and the ability to value each person's own worth through a caring, secure environment:

- To develop an awareness of self and self-confidence as well as sensitivity toward others
- To develop self-discipline and self-esteem
- To develop acceptable behaviour and co-operation

To enhance the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning:

- To develop an inquiring mind and independent thought
- To be able to make reasoned judgements and choices
- To be able to identify problems, investigate and find solutions
- To be able to plan independent work and organise 'spare' time
- To encourage creative thinking & perseverance
- To learn how to acquire information from various sources and record it in various ways
- To be able to communicate ideas and information in a variety of ways for different purposes and occasions.

To develop each individual to his/her potential through the offering of a wide range of high quality experiences:

- To provide differentiated learning to meet individual needs
- To provide equal opportunity for all
- To extend talents and interests
- To develop children as autonomous learners

To develop social awareness, group responsibility and empathy through the social context of learning:

- To enjoy the same experience regardless of sex, race or colour
- To be sensitive to the needs of others
- To develop a set of beliefs and values
- To develop confidence to make and hold moral judgements
- To develop respect for religious and moral values of other religions, races and ways of life

To provide first-hand experiences which enable children to acquire concepts and skills which will help them to understand themselves, their culture and the world in which they live:

- To develop a questioning attitude toward the environment
- To develop respect and care for themselves, their environment and the wider environment of the world
- To understand the growth and development of society, including local and national heritage
- To develop an understanding and appreciation of the world in which we live
- To be aware of other times and other places

To develop children's imagination and creativity by offering a wide range of experiences:

- To develop the skills to use music, drama and the arts, etc. as a means of expression
- To develop the ability to express feelings through the creative arts
- To appreciate all aspects of the arts
- To promote a health-conscious environment:
- To understand the importance of health, hygiene and safety
- To involve regular exercise

To develop positive relationships between home, school and the community:

- To involve parents in their children's learning
- To develop a partnership between home and school, and school and the community
- To involve parents in school life and links with other agencies

To provide a broad, balanced, differentiated curriculum for all children:

- To provide a variety of differentiated experiences
- To provide a balance of core and foundation subjects
- To develop policies and schemes of work for all areas of the curriculum.

REASONABLE ADJUSTMENTS (within a reasonable time)

Beeston Hall undertakes to make reasonable adjustments for pupils with disability so that they are not at a substantial disadvantage. We acknowledge that it is unlawful to charge for reasonable adjustments, which applies, at present, to adjustments made to 'a provision, criterion or practice'.

Beeston Hall School's Context

We are an independent school for boys and girls age range 4 years to 13 years. The school comprises of several buildings covering a large site, mostly of one or two-storey construction.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- Equality Act 2010
- The SEN Code of Practice 2015
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group that consisted of:

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| • Fred de Falbe | Head |
| • Poppy Ionides | SENCO |
| • Sandra Lubbock | Bursar |
| • Henrietta Lindsell | SEND Governor |
| • Bob Hammond | Deputy Head (Pastoral) |

Recruitment, Development and Retention of Disabled Employees

As part of our recruitment and equal opportunities policies the school aims to provide equality and fairness for all job applicants, employees whether part-time, full-time, fixed term or temporary, volunteers and Governing Body members irrespective of gender, marital status, race, ethnic origin, colour, nationality, national origin, religion or belief, disability, sexual orientation, gender reassignment or age.

Reviewed by: Fred de Falbe and Sandra Lubbock 6.9.21

Monitored by: Bob Hammond 8.9.21

Next Review: 5th September 2022

Accessibility Plan 2019-2022

Improving access to the physical environment of the school

	Target	Action	Resources	Timeframe	Outcome	Evaluation
Short-Term	1. Consider and provide, as far as possible, for disabled access in all new developments on the site.	Head master and Bursar to be aware when planning.	Time, funding, materials and labour.	When required		
	2. Move classrooms to a downstairs room for a manageable period of time.	Headmaster and DOS to discuss options when required.	Time and resources.	When required.		
	3. Consider master plan finding of the school buildings from long term development.	Headmaster and Bursar to organise	Time and funding	On hold at present	Master plan not actioned	
	4. Liaise with parents of any disabled child prior to his/her arrival to ensure we are able to safely provide all possible physical access arrangements	Headmaster and SENCO	Time	When required		
Medium-Term	1. To build ramps into the Pre prep	Headmaster and Bursar to investigate costs	Time Funding Materials and labour.	Summer 2019	In the short-term we have bought some portable ramps pre-prep	We had a pupil in a wheelchair for a while and they coped well with access arrangements.

	2. To buy removable aluminium ramp for steps behind the Sports Hall or for outside staff loos	Headmaster and Bursar to investigate costs	Time Funding Materials and labour.	Summer 2019		
	3. Tarmac/ concrete the route from the pre prep to the path to the art room	Headmaster and Bursar to investigate costs	Time Funding Materials and labour.	Summer 2019		
Long Term	1. Stairlift for boarders in Main House if required.	Bursar to investigate costs.	Time Funding Materials and labour	Ongoing.		
	2. Stairlift in classroom blocks if required.	Bursar to investigate costs.	Time Funding Materials and labour	Ongoing		

Increasing access for disabled pupils to the curriculum

	Target	Action	Resources	Timeframe	Outcome	Evaluation
Short-Term	<p>1. Teachers will continually update their differentiation strategies using</p> <ul style="list-style-type: none"> • Recommendations on the Additional Needs sheets • The differentiation booklet sent out from the L/S department. <p>to inform their teaching and provide good Quality First teaching</p>	<p>Observations of lessons by Headmaster, Director of Studies and SENDCo to include looking at differentiation using appropriate strategies for individual children on the Additional Needs register</p> <p>Information on Quality first teaching and the four stage SEND system to go to all teaching staff.</p>	Differentiation booklet to incorporate Four stage SEND system; Graduated approach information	End of July 2020 in preparation	All staff will be informed about the Graduated approach,	
	2. Teachers together with L/S dept will gain more confidence in using the Graduated Approach of assess, plan, do, review system from the 2015 Code of Practice	Make NASEN training available for all.	Access to free NASEN Training.	Training given by SENCO	Training on going	Staff to develop their planning for next year using this system.
	4. Liaison with outside agencies according to the needs of individual pupils	Headmaster and SENCO to make contact with relevant agencies	Computer and telephone	When required		

	5.To appoint a governor who holds the SEND portfolio	PI to meet and inform Governor of all that SEND do and to explain how L/S and SEND comply with legal requirements	Time	Immediate	Henrietta Lindsell appointed by FdEF 26.11.16	Regular visits by SEN governor
	6.To set up 'drop in' quiet, sensory area where children can find a person to speak to and get informed advice.	Overall team to be appointed. PI and L/S department to equip and staff	Budget approved £200 To include help from the ground support staff	Jan 2019	Children will be able to come to a quiet corner to de-stress, speak to a member of staff and return to class in a frame of mind where they are ready to learn.	
Medium Term	1. Touch typing courses for children with handwriting and spelling difficulties	Touch typing courses to be set up and managed	Timetabling Computers	2019	Children will be able to complete their prep electronically	
	2. Computers to be used by SEND children in class for their extended writing tasks.	Enable all chrome books to save to Pupil's profile and to print remotely in all buildings.	Chrome books Wifi	2019	Children with SEND should show better organisational skills and an increased quantity of work produced.	

	3. Restructure the Junior Timetable to allow for regular, robust intervention for Literacy and Numeracy for all those identified as falling behind	Charging structure for all L/S to change. (Head, Bursar)	Funding for all I/S lessons	2018	<u>ALL</u> children who need it will be given top quality, effective intervention that will be of shorter duration, allowing them to access all subjects at an earlier stage.	
Long-Term	Some children able to complete their exams on a laptop/chrome book	ISEB action				
Ongoing		<p>Slopes for writing into all classrooms.</p> <p>Wriggle cushions move with child from class to class and spares available from L/S</p> <p>Tripod handwriting pens available from L/S department.</p> <p>Coloured overlay reading rulers available from L/S department</p>				