



The
Beaconsfield
School

A Specialist Arts College

ACCESSIBILITY POLICY

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| Produced by: | Mrs C. Rawlinson |
| Approved by Leadership Team on: | 13 th December 2018 |
| Approved by Finance & Operations Committee on: | 6 th February 2019 |
| Approved by Full Governing Body: Chair: Mr. A. Harrison Date: 6 th March 2019 | Signature: _____ |
| Next Review Date: | October 2020 |

ALL POLICIES CAN BE VIEWED ON ONE DRIVE OR A COPY CAN BE REQUESTED BY EMAILING office@beaconsfield.school.

1.0 Statement of General Policy

1.1 The Equality Act 2010 requires public bodies, including schools, to actively promote disability equality. The Beaconsfield School must have due regard for the need to eliminate unlawful discrimination and promote equal opportunities for disabled people.

1.2 The Beaconsfield School is acutely aware of its responsibility to promote the elimination of harassment of disabled people, promote positive attitudes and encourage the participation of disabled people in public life. This is reflected in our school vision that every member of our community achieves “success through learning” built on the foundation of a stimulating, exciting, challenging, enriching and inclusive learning environment enabling all learners to reach and exceed their potential. This will be achieved by:

- Creating a solution based workforce that is self-driven by a desire for professional respect and standing.
- Establishing a culture of mutual trust and respect between all stakeholders.
- Creating a learning community that is professionally challenging.
- Creating a self-evaluative and self-reflective environment through the key principles of good manners and professional understanding.
- Building pride and passion for our work within a culturally diverse, aesthetic and creative climate.
- Building a community that respects the celebration of achievement.
- Behaving individually as ambassadors for our work, our achievements and our community within the local, national and international contexts.

1.3 The school site presents a number of difficulties for physical access as it is located over a number of levels. Enhanced physical access is facilitated by ramps, lifts and handrails where possible; however, there are still some areas of the site that cannot be reached. The school remains a less than optimum location for students, staff and visitors requiring full accessibility assistance. Nevertheless, substantial improvements can be considered the aims of which can be summarised as:

- To improve the physical access for students and adults with disabilities
- To increase the extent to which students with disabilities can participate fully in the curriculum and additional activities
- To address the diverse learning needs of students with respect to the learning environment and educational services

2.0 Strategies

- **Intervention** - the plan for accessibility overlaps with activity in other areas of the school such as the Intervention Faculty that facilitates access to the curriculum for all our students including those with SEN and BESD needs.
- **Curriculum** – The Beaconsfield School actively promotes positive attitudes to all individuals regardless of race, gender, disability or age through all that we do but specifically through the delivery of the PSHE curriculum.
- **Inspections** - regular inspections of the premises are in place, which include consideration of any matters that are detrimental to health and safety. This will include any accessibility deterioration.
- **Building Works** – as building work and developments of the site are undertaken accessibility will always be considered. This is in line with Buckinghamshire County Council’s policy that any additions to the school buildings must be fully accessible for students and adults with physical disability or sensory impairment.
- **Anticipation** – consultation is in place with other schools to ensure that individual students with particular needs are identified sufficiently early to enable actions, as far as they can be, to be put in place. This could include class location planning to minimise/eliminate limitations that accessibility restraints might otherwise cause.
- **Planning** – Any new buildings would be constructed to facilitate easy access for all.

3.0 Physical Planning

3.1 Stairs

The school has a considerable number of stairs at frequent intervals. Some parts of the existing school building are limited by stair access and in these cases the installation of lifts is not feasible. In these situations, curriculum resources and rooms available are such that thoughtful allocation of the accessible rooms on the timetable will facilitate access.

3.2 A number of ramps exist around the site to allow wheel chair access to some areas of the school but access remains restricted to many areas. In these areas the space available is insufficient to easily construct additional ramps.

3.3 Lighting

Classroom lighting was upgraded in the summer of 2010 through the Salix sustainability project and meets the standard requirement although this should be reviewed for those with visual impairment.

3.4 Doors

Generally, door widths are not large enough to accommodate wheelchair users and swings doors to facilitate fire prevention may be hazardous. It is not possible to enable wider access to wheelchair users without major rebuilding of the existing school building through a capital investment. Wheelchair users are permitted to leave lessons a few minute early to protect both them and other students.

3.5 Corridors

Generally, corridors are not wide enough to safely accommodate wheel chair users. It is not possible to enable wider access to wheelchair users without major rebuilding of the existing school building through a capital investment. Wheelchair users are permitted to leave lessons a few minute early to protect both them and other students.

3.6 The doors along corridors in the main building blocks now have an automated system whereby they are held open, except when the alarms sound for emergencies, this makes it easier for wheelchair users to manoeuvre along these areas without the need to constantly stop and open doors.

4.0 Toilet Facilities

Disabled toilet facilities are available on the C corridor.

5.0 Travel Arrangements

There are two disabled parking spaces allocated in the main car park and a designated drop off area has also been created.

6.0 Equipment

Some specialised equipment is available within the school but as this is specific to individual need; cost makes it inappropriate to hold stocks of such equipment. The school will obtain appropriate equipment as required this may include:

- Special desks/chairs
- Computer equipment/software
- Science and technology equipment

6.1 The nature of the school site is such that The Beaconsfield School is unlikely to be an optimum school with regard to accessibility. However, improvements can be built into future planned projects, where applicable.

7.0 Risk Assessments

7.1 For students or staff with a specific disability, a Risk Assessment will be conducted and any reasonable adjustments made.