Beamont Collegiate Academy

ACCESSIBILITY PLAN

Date approved by the Governing Body	30.11.15
Signature of Chair to the Governing Body	L Waterson
Signature of Executive Principal	A Moorcroft
Date of Review (3 years) Updated ERI 1.12.16	1.12.16
Date of next review	18.11.19
Next review	Autumn 2022

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1. Mission Statement

1.1 At Beamont Collegiate Academy we are committed to ensuring equality of education and opportunity for disabled students, staff and all those receiving services from the Academy. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in academy life. The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching.

1.2 We will make reasonable adjustments to make sure that the academy environment is as accessible as possible. At Beamont Collegiate we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit the academy.

2.0 Check list

a) Information is collected on disability with regards to both students and staff. This information is then used to improve the provision of the services available.
b) Student achievement is monitored by disability. There are no trends or patterns in the data that currently require additional action.
c) Students with disabilities are encouraged to participate in all aspects of school life. They are represented in all school events such as assemblies, extra-curricular activities and the school council.
d) Bullying and harassment of students and staff with disabilities is monitored.
e) Equality, diversity and disability is discussed in circle time and in PSHE.
f) School parties visit the Disability Awareness Day each year to gain a greater appreciation of the challenges that disability can bring.
g) The school is accessible for all our school community.
h) Procedures for the election of parent governors are open to candidates and voters who are disabled.

3.0 The Disability Discrimination Act

3.1 The Disability Discrimination Act 2005 places a general duty on schools and academies who need to have due regard for the following when carrying out their functions;

a) Promoting equality of opportunity between disabled people and other people.
b) Eliminating discrimination that is unlawful under the DDA.
c) Eliminating harassment of disabled people that is related to their disability.
d) Promoting positive attitudes towards disabled people.
e) Encouraging participation in public life by disabled people.
f) Taking steps to meet disabled people's needs even if this requires more favourable treatment

3.2 This is also known as the Disability Equality Duty (DED) and applies to all disabled students, staff and those using services provided by schools and academies.

4.0 The Disability Equality Duty

4.1 To meet the Disability Equality Duty it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following are monitored;

i) Achievement of students by disability

ii) Disabled staff

4.2   The Role of the service provider

Our academy building is as accessible as possible for both staff and students and other agencies who may hire out parts of the building.

4.3   Contact with parents and carers

When providing newsletters and information to parents and carers, the information is available in an accessible format to allow parents and carers who may be visually impaired to access the information.

4.4   Open Evenings

Meetings with parents & carers etc. are held in accessible parts of the building.

4.5   A hearing loop is available when requested in reception.

5.0   Election of parent governors

5.1   The election of parent governors is now covered by the DDA 2005 and governors ensure that procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people.

6.0   Involvement and consultation

6.1   Beamont Collegiate Academy has consulted with students with disabilities and their parents in the development of the draft disability Equality Scheme by;

i)   Discussion at Annual Review meetings

ii) Transition meetings

7.0   Further developments

7.1   In order to ensure that action is taken to meet the Disability Equality Act, Beamont Collegiate Academy meets regularly with parents for students with known disabilities.

7.2   Promoting equality of opportunity between disabled students and other people helps to;

i)   Increase awareness of the ways in which parents of students with disabilities and young people can get help to support their learning, for example through workshops.

ii) Ensures the talents of students with disabilities are represented accordingly through extra-curricular activities and after school clubs and enrichment opportunities.

7.3   Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability;

i)   Monitor incidents of harassment and bullying of students with disabilities. 'Tell us' encourages students to report and take action against offenders

ii) If a number of incidents have been prevalent within a particular year group, use assemblies, circle time etc. to promote positive attitudes

7.4   Promoting positive attitudes towards people;

Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, information for students and parents and learning materials.

7.5 Promoting positive attitudes towards disabled people
Celebrating and highlighting key events such as the Paralympics, Deaf Awareness Week and Disability Awareness Week.

7.6 Encouraging participation in public life by students with disabilities is encouraged by;

- Ensuring that students with a disability are encouraged to participate in assemblies, events, school council and enrichment.

8.0 Adaptations in place for September 2016

i) Hearing loop installed in reception
ii) Lap top computers provided for students with identified difficulties
iii) All students with visual impairments have adapted ICT user areas
iv) Teaching Assistant support for students with additional needs
v) Software packages to support students with additional needs
vi) Staff trained to use an Epipen
vii) VI & HI advisors used to train staff to ensure all VI/HI students can access the curriculum
viii) All students entitled to exam concessions are supported appropriately
ix) 1:1 support for identified students with physical disabilities when required
x) Personalised curriculum pathways for students with additional needs
xi) School Health Adviser to work with individual students with identified medical needs and liaise with school staff
xii) Sloping desks are provided for students with motor and visual difficulties
xiii) The staff area on the ICT system is updated regularly to provide information so all staff are aware of the students with additional needs and the suggested strategies for working with them
xiv) We work closely with the LA Sensory Impaired teams to assess and monitor the progress of students
xv) The LA VI support team are used to help with adapting teaching materials and providing additional resources
xvi) Accessible changing room will be available from June 2017

xvii) A hoist is available in one of accessible toilets and changing areas are accessible.

9.0 Staff Support

9.1 To aid teaching, the Phonak Roger system is available for staff with hearing impairments

9.2 An Occupational Health referral can be made for staff who wish to opt into the service

10.0 Site Adaptations

10.1 REMOVED