



The Beacon Folkestone

Accessibility and
Strategy Policy

Accessibility and Strategy Policy

The school is charged with a duty to ensure that it does not discriminate against any pupil on the grounds of disability in the provision of education and associated services. We therefore aim to:

- Set the highest expectations for all pupils through our commitment to provide full access to high quality education and care for all students, in line with their needs and irrespective of disability
- Ensure that all stakeholders are committed to providing access to all activities for all pupils
- Proactively solve problems, which present as barriers to inclusion and achievement and enjoyment for all
- Monitor the progress and entitlement of particularly vulnerable pupils or groups of vulnerable pupils.

This plan covers the three strands for increasing access over time:

- Increased access to the curriculum for additional needs pupils
- Improvements to the physical environment of the school to increase access to education and associated services at school
- Improvements in the provision of information for disabled pupils where it is provided in writing for pupils with additional needs.

Responsibility, implementation, review and revision:

- The executive head teacher is the lead manager for the accessibility plan
- The plan will be managed and revised via the Buildings Health & Safety monitoring pair
- The curriculum monitoring pair will contribute toward aspects of curriculum access
- Peripatetic stakeholders advice and guidance will be incorporated into the plan for individual pupils or groups of pupils
- The head of School and assistant head teachers of school will monitor the progress and entitlement of particularly vulnerable pupils or groups of vulnerable pupils
- The school will take advice from county advisers and circulars
- It will be read and approved by the full governing body
- The plan will be reviewed after three years.

Resources:

- The plan will be resourced from the school's delegated budget, standard fund and capital budgets
- The plan is based on audits of pupil needs and current accommodation and is in line with the school improvement plan.

Copies of this document are available to the LEA, parents, pupils and other interested parties on request.

Accessibility Plan - Review procedure

What	When	Who
Pupil Information. Check pupil medical disability list. Ensure new admissions needs are added.	Annually via EHCP & HCO	1 st aiders report to School Nurse. All staff via briefing
Check with specialist support staff to see if any adaptations should be made for individual or groups of pupils	As need arises	1 st Aiders report to School Nurse. All staff via briefing
Inspect school buildings and site using existing schedule	According to Governor matrix	Improving learning, behaviour and safety group report to BDM
Plan to be made available to staff	October 2016	Head of School
Reviewed plan to Improving learning, behaviour and safety group	September 2016	BDM
Policy and plan to full governing body for approval	October 2016	BDM
1 st Year Audits	March 2017	SLT
1 st Yr Action Plans	April 2017	SLT
2 nd Year Audits	March 2018	SLT
2 nd Year Action Plans	April 2018	SLT
3 rd Year Audits	March 2019	SLT
3 rd Year Action Plans	April 2019	SLT
Policy and Plan Review	September 2019	SLT

The school ensures that the National Curriculum statutory requirement for SEN children and young people are being met, through a tiered curriculum pupil asset is used alongside a basket of assessment Indicators and move to ensure pupil programme and achievement is as high as possible.

The Beacon Folkestone - Accessibility Plan 2016-2019

Curriculum Accessibility

Standard	Available resources	Activity	Recipients	Timescale	Success criteria	Monitored by	Evaluation & impact on SIP
Increase the extent to which disabled pupils can access the curriculum Responding to diverse needs of pupils.	School Budget 	March 2017 – March 2018 - Audit new admission needs & take advice on needs from peripatetic staff - Action plan needs and resources. -Audit need for ICT specialist equipment -VI - ICT resources -VI – individual needs new admissions -HI – resources and prep for hearing loop system 	All pupils Pupils intervention	Oct 2016 – Oct 2017 	-Audit identifies individual need, adaptations, interventions identified. -Audit issues are acted on for ind. or groups of pupils -Plans are fully compliant 	Improving learning, behaviour and safety group	Ref SIP
		March 2018 – March 2019 Identify & develop personalised learning pathways across the curriculum tiers to ensure equal access for all. 2019 September Review.			

Learning is delivered, facilitated and achieved via the use of a wide variety of spaces, classrooms, outside area, heart spaces and community spaces. Non – ambulant VI, HI facilities have been considered in our new building.

The Beacon School - Accessibility Plan March 2017-March 2018

Provision of Information

Standard	Available resources	Activity	Recipients	Timescale	Success criteria	Monitored by	Evaluation & impact on SIP
To enhance communication methods which will enable pupils and parents easier access to information	School curriculum budget	<p>March 2017 – March 2018</p> <ul style="list-style-type: none"> - Audit new admission needs & take advice on needs from peripatetic staff - Continue to ensure that symbols are used alongside text to enable pupils to access information in the curriculum and school generally - Audit need for multi lingual signage around the school. - Audit the need for auditory recording of information to parents and pupils. - Audit the need for translating information into parent/pupils first language. <p>.....</p> <p>March 2018- March 2019</p> <p>.....</p> <p>September 2019 - Review Policy</p>	All pupils. Parents with literacy difficulties. Parents and pupils with English as an additional language	Mar 2013	<ul style="list-style-type: none"> -Audit issues are acted on for ind. or groups of pupils -Needs met as planned 	Senior Leadership Team and Improving learning, behaviour and safety group	Ref SIP

The Beacon Equality Statement

The Beacon Folkestone is committed to ensuring equality of opportunity to all pupils, staff and visitors. Our Core Values are at the forefront of everything we do and we ensure all at The Beacon are treated equally regardless of age, disability, race, colour, ethnicity, nationality, religious belief, gender, gender identity, transgender, sexual orientation or marital status.

The Beacon strives to be an all-inclusive environment and is always looking for opportunities to broaden the knowledge and experiences of everyone who is involved with both our services, and the staff and clients of those using the services of our multi-agency hub.

Our aims for this year are to ensure there are more equal opportunities for pupils, staff, their families and the wider community, regardless of their disability and this forms an integral part of our School Improvement Plan.

The aims for 2016-2019 are to build and improve schemes to help bring down barriers for disabled children and young people and to broaden the experience of life both inside and outside the school community for all staff & pupils.

UNDER REVIEW

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	Sept 2016	Move to The Beacon	Sept 2019	23/01/2017