



APPENDIX 2 TO THE POLICY FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

CONTENTS

Aims of the Plan.....	1
Audit of existing achievements/provision.....	1
1. Curriculum.....	1
2. Physical Environment.....	2
3. Provision of Information.....	2
Consultation on the Plan.....	2
Publicise the Plan.....	2
Implementation.....	2
Evaluate the Plan	3
Revise.....	3
Action Plan.....	4

Aims of the Plan

Beaumont School is committed to an inclusive curriculum and increasing access to the school's facilities for all. We shall do this by:

1. Increasing the extent to which pupils with a disability can participate in the school's curriculum by providing an accessible curriculum that reflects the different learning styles and needs of all students.
2. Increasing the level of support for students who are unable to fully access the curriculum.
3. Ensuring the physical environment of the school enables all students to access education and associated services at school.

(A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his ability to carry out normal day-to-day activities.)

Audit of existing achievements/provision.

1. Curriculum

- Obtain quantitative/qualitative data on future population to facilitate advanced planning/transition.
- Curriculum differentiated by content, context and delivery.
- Liaison with external services and agencies.
- Detailed pupil information given to all staff.
- Teaching Assistants are skilled at supporting learning and many have particular curriculum expertise.
- Specialist resources available to support specific needs (laptops, scissors, writing slopes).
- Liaison with SENCO and all supporting staff.



Accessibility Plan

- Access arrangements for exams.
- Diversity of options for GCSE/BTEC/ASDAN/COLLEGE BASED attainment and long term work experience
- Literacy support groups in KS3 and Supported Study in KS4.

2. Physical Environment

- Wheelchair access to all main buildings.
- Audible fire alarm.
- Disability toilets.
- Accessible physiotherapy room.
- Lift to first floor of main building.
- Height adjustable tables in most rooms.
- Automatic door opening by remote control on all main doors but not classroom doors.
- Accessible mini bus.
- Staff trained in minibus tail lift operation; evac chair use and paediatric moving and handling.

3. Provision of Information

- Enlargement and modification individual class work for those with visual impairment/SpLD.
- Printed copies of board work.
- E-mail contact with parents.
- Letters and information sent to parents now also available on the school's website.
- Parentmail.
- VLe being developed

Consultation on the Plan

Discussion with SEN department, who then liaised with other school staff for comments.

Discussion with a cross section of pupils with SEN.

Parental comments.

Collaboration with SEN Governor.

Agreed by school and FGB.

Publicise the Plan

Ensure the full plan is available on request in a variety of formats (large print and electronic)

Implementation

Implement the plan by allocating resources in the financial plan.

Ensuring all staff have access to the plan and work in accordance to delivery of the plan.

Resources sought from outside agencies where necessary.

Links with LEA resources.

Incorporated within the PSI

Premises management and capital works.



Accessibility Plan

Evaluate the Plan

Evaluate whether the plan was adequately resourced.

Evidence of greater satisfaction of pupils with a disability and parents with the provision provided for them.

Evidence of greater involvement in a full school life.

Observe changes in staff confidence in teaching and supporting pupils with a disability with a range of needs.

Progressive improvement for physically disabled pupils.

Information for pupils available in a range of formats.

Evaluation of goals and time scales achieved.

Revise

Clear time scales.

The Accessibility Plan should become less of an independent strategy and more of a thread running through all the school's plans and policies. Encouraging individual excellence and removing barriers to learning reflects the value of all individuals.

This plan has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.



Accessibility Plan

Action Plan

Target	Actions	Resources	Evaluation
Ensure that accessibility issues have a high priority in the FAB project	Accessibility to be addressed with the architects and project manager as part of the work of the FAB group	FAB funding	Review of accessibility once the building is complete
Increase number of TAs who are able to assist with personal care and toileting	Willingness to do this to be discussed as part of any recruitment process	None	Easier management of students with personal care needs during the school day.