

Beaumont Leys School

Policy



ACCESSIBILITY POLICY

Signed: *Jackie Roper*

Chair of Governors
Jackie Roper

Date: 16/09/2026

Signed: *Dawn Parkinson*

Headteacher Date: 16/09/2026
Dawn Parkinson

Reviewed May 2026, no changes
Next review: May 2029

BEAUMONT LEYS SCHOOL **ACCESSIBILITY POLICY**

Introduction

Beaumont Leys School is committed to providing an accessible environment for all students, staff, visitors and community regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness.

Access to the curriculum

Beaumont Leys School actively encourages all students to have access to all areas of the curriculum and participate in trips and events. The school ensures through its Trips Policy that staff plan well in advance, ensure that risk assessments are completed and that relevant medical and dietary information is obtained to ensure that all students will get the maximum benefit from the trip. Medical advice is sought and training of staff is given, if required. Parents are not expected to accompany disabled students on trips in most instances as this limits the child's independence and also the value of the trip itself.

A number of students will have a Teaching Assistant to help in the classroom environment and the support will be relevant to the needs of the student. Outside agencies are also sometimes involved in the discussions and additional training may be required and arranged.

In order to provide the same standard of care and education to all, all areas of the school and curriculum should be accessible to all of our students regardless of any disability, gender or age.

In order to achieve this, our aims are:-

- to provide a balanced general education for all our students, regardless of age or disability, in order to equip them with knowledge, skill and understanding for life,
- to develop students' use of language and number as an effective means of communication, and to develop each student's fluency, and understanding in all types of communication,
- to stimulate natural curiosity and to awaken a conception of learning as a life-long process, to develop qualities of thinking, judging and feeling, to teach students how to learn, and to foster a capacity to recognise, face and cope with a problem,
- to equip students for adult life, to play a positive part in the home, community and at work and to prepare them for the use of the increased leisure time of our modern society,
- to develop self-dignity, self-respect, the capacity to live in the wider community as independent, self-motivated adults and the ability to function as contributing members of co-operative groups,
- to meet the individual needs of students from widely differing backgrounds; to prepare all students for life and work in the multi-cultural society of the present day; and to build upon the strengths of this diversity,
- to provide a harmonious society and to promote tolerance and understanding and develop awareness and an appreciation of all human achievement,
- to develop sensitive awareness of, and a responsibility towards, the environment, enabling the school to take its place as a focal point of the community it serves,
- to develop a clear understanding of British values,

Access to Pastoral Support

Every year has a Year Team Leader and students can self-refer for support. Parents and staff can also seek support from the Year Team Leader, where a student's needs are not being met the Year Team Leader or SENDCO will put support in place.

Access to Information

The school will ensure that staff, students, parents, visitors and the community, have access to the information they need, in line with the Freedom of Information Act, Data Protection Act, Disability Discrimination Act, Equality Act and any other legislation that provides a right to access.

Responses to requests for information

- Policies - hard copies may be requested at a small charge.
- Policies – some policies will be stored on the school's web site
- Requests for information must be made in writing to the Headteacher/Business Manager
- Complaints should be made and addressed in line with the School's Complaints Procedure

Students have access to information by:

- Feedback from subject teachers (verbal and written), including Progress Evenings
- Termly progress reports
- Daily bulletins
- Display boards throughout the school
- Daily tutor periods

Parents have access to information by:

- Written comments in work books and planners
- Letters home
- Postcards home
- Telephone conversations
- Induction Evenings for new Year 7 students
- Progress Evenings
- Access to the school's web site
- Specific requests for information through the Freedom of Information/Data Protection Act.
- SEN reviews

Visitors/External Agencies

- School website
- Written request to the Headteacher/Business Manager

Eliminating Discrimination

Beaumont Leys has an ethos which encourages respect for each other, a caring attitude to one another and the development of a community spirit within the school.

Site Accessibility

Beaumont Leys School was built in 2009 under the Building Schools for the Future Programme. During the design process DDA regulations were taken under consideration.

There are eight disabled parking bays situated in the car park at the front of the school. The pavements are sloped to give access from the road to the pavements. Access to the school is through the automated double doors leading to the reception area.

All external pavements are on one level and all external doors are automatic to allow easy access.

The interior of the school is set on three levels which are accessible via a lift. There are six stairwells servicing the first floor and four servicing the second floor. All stairwells have refuge areas for the mobility impaired, offering a safe place should the lift be out of operation. The school has trained staff in safe evacuation using Evacuation Chairs, all stairwells have a chair stored in a cabinet on the second floor. All stairs are clearly highlighted to differentiate changes in levels for the visually impaired and hand rails are a contrasting colour.

Where mobility impairment is identified, a Personal Emergency Evacuation Plan is completed on and individual basis.

All exit areas are adequately illuminated with Emergency Lighting in the event of a power down.

Disabled toilets are provided on each floor, with a specially adapted toilet in the inclusion area.

The school has and reviews an Accessibility Action Plan triennially.

Health and Safety issues are identified and addressed on a day to day basis by the Business Manager and/or the Site team.

Policies and Risk Assessments:

- Accessibility Action Plan
- Whole School Health and Safety Policy
- Major Incident
- First Aid and Administration
- Whole school Risk Assessment
- Fire Risk Assessment
- Personal Emergency Evacuation Plans (PEEPS) are completed for individuals whose mobility is impaired
- Safeguarding/Child Protection
- Equal Opportunities
- SEND
- Admissions

Review three yearly.