



BEACONSFIELD HIGH SCHOOL

ACCESSIBILITY

Beaconsfield High School

Accessibility Policy



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a students without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

The School aims to provide students with a disability the same opportunities as others at school. We will make reasonable adjustments to assist a disabled student; however, the physical layout of the School means that we may be unable to adequately provide for a student with severe disabilities.

2.1. Responsibilities of the School

The School is fully committed to ensuring that:

- We do not treat disabled students less favourably for a reason related to their disability.
- We will make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- We will plan to increase access to education for disabled students.
- We do not discriminate against anyone as explained in the Equality Act.
- We do not allow any form of harassment of people with a disability.
- We will promote positive attitudes towards anyone living with a disability.
- We will make reasonable endeavours to remove barriers which may discourage disabled people from playing a full part in the life of our school.
- We will encourage full participation by everyone in our school activities.

The School is committed to making reasonable adjustments in order to enable access to the full range of educational opportunities and extra-curricular activities provided. However, in making reasonable adjustments the School will also consider:

- The financial resources available.
- Health & Safety requirements.
- The interests of other students.

2.2. Students with a physical disability or medical condition

Prospective parents/carers whose child has a physical disability or a serious medical condition including progressive conditions are advised to discuss this with the School before completing the Common Application Form. If the condition is serious enough to warrant an Educational Health Care Plan (EHCP), the parent/carer should discuss this with their home local authority in order to ensure the selection of an appropriate school, which may include the School. This is to ascertain whether the School would be able to make appropriate provision for the child with their condition.

Once their child has been offered a place at the School, parents/carers should make arrangements with the Special Educational Needs Coordinator (SENCO) to discuss in detail their child's condition and needs and to allow the school to liaise with any health care professionals already involved.

If any student develops a serious medical condition whilst at the School, plans will be made in response to the individual need and in consultation with parents/carers and health care professionals.

Many of the adjustments we make are dependent upon individual needs and where practicable we use more individualised approaches through SEND profiles, learning strategies and in depth EHCP.

The School aims to provide students with medical, physical, emotional and sensory disabilities the same opportunities as other students within school. Reasonable adjustments are made to enable students to meet their full potential e.g. modification of teaching resources to meet the needs of a visually impaired individual or consideration of the acoustics in a room to allow for a hearing-impaired student to access information delivered within the classroom.

2.3. Teaching and Learning

- We use teaching strategies to enhance learning and participation in a broad and balanced curriculum.
- We find ways in which all students can take part in sport and music. We plan our out-of-school activities and school trips in such a way that students with disabilities can participate and be properly safeguarded.
- We review and monitor to ensure any disabled students make progress in line with their abilities, then evaluate and adapt school practice accordingly.
- Academic progress is monitored and 'value added' considered.
- Additional interventions will be provided where possible.
- Individual SEND profiles and their targets will ensure aptness of teaching and learning strategies.
- Targets will be monitored regularly.
- Targets and progress towards them will be reported to parents/carers regularly, with progress meetings as necessary.
- We use language that does not offend and we make staff and students aware of the importance of language.

2.4. The Physical Environment

The School has good vehicular access and has paved areas around the school, which gives access to car parking including disabled parking in front of and to the side of the school.

The School contains minimal specialised teaching spaces and these are accessible to disabled students. Where non-specialised teaching areas are inaccessible, alterations to the locations of lessons are made to accommodate a disabled student.

Date last reviewed:	Spring 2026
Next review date:	Spring 2029
For review by:	FGB