



## BEACON ACADEMY Disability Access Policy

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<b>Updated</b>	<b>March 2020</b>
<b>Date Approved by Board:</b>	<b>n/a</b>
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<b>Responsible Department:</b>	<b>Leadership</b>

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*The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:*

- Eliminate discrimination and other conduct that is prohibited by the Act*
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.*

*In the development of this policy due regard has been given to achieving these objectives.*

## **Introduction**

This policy takes into account The Children & Families Act 2014 relating to children and young people with special educational needs (SEN), and disabled children and young people, and also the SEN & Disability Code of Practice 0 – 25 years, January 2015. The Governing Body of Beacon Academy takes these responsibilities seriously.

We note that

1. 'disability' and 'special educational needs' refer to different, yet possibly overlapping needs; not all children who are defined as having a disability will have SEN;
2. 'discrimination' is defined not only as treating disabled students less favourably because of their disability, but also failing to take "reasonable steps" to ensure that such students or prospective students are not placed at a substantial disadvantage compared with their non-disabled peers; it is important, therefore, to consider the actual and potential needs of present and future students;
3. we are not under a duty to make adjustments to physical features, if such changes would require significant funding, if they would harm standards, if they are impractical, if the health and safety of other students would be compromised; the Act refers primarily to the three Ps: (i) policies (ii) procedures (iii) practices;
4. the PPPs should be regularly reviewed;
5. there is a need to ensure that staff receive appropriate guidance and do not act in any way as to render the Governors liable to a claim for discrimination.

## **Areas of potential discrimination for students and prospective students and how they will be considered**

### **1. Admissions**

The governors would not refuse to accept an application from a disabled child, and the application would be considered against the same criteria as for any child.

### **2. Exclusions**

The Head Teacher would not exclude a disabled child simply on the basis of that child's disability; however, if the disability led to the child causing harm to other children or to their education, then steps would have to be taken to deal with that.

### **3. Education and Associated Services**

This heading covers all aspects of academy life, including extra-curricular activities and academy trips. Provision under this section involves the following management actions:

- raising awareness of all staff (teaching and support) and governors to their responsibilities;
- providing training where necessary; particularly for staff leading academy trips or running extra-curricular activities
- reviewing policies, procedures and practices;
- planning for and making "reasonable adjustments";
- ensuring that procedures are in place to monitor potential discrimination.

Specific areas of potential discrimination include:

- preparation for entry to academy
- the curriculum
- teaching and learning
- classroom organisation
- timetabling
- grouping of students

- homework
- access to academy facilities
- extra-curricular activities and visits
- sports
- academy policies
- breaks and lunchtimes
- academy meals
- interaction with peers
- assessment and examination arrangements
- academy discipline and sanctions

Broadly the above may be considered in two main groups:

### **1. Access to the curriculum**

Examples include:

- Differentiation of materials appropriate to ability and need:

Enlarged and/or modified text

Use of coloured paper instead of white

Use of coloured pens on white boards

Size of writing on boards

- Allowance for appropriate seating and posture including use of lab stools
- Allowance for use of lap-top and other ICT equipment
- Appropriate lighting to eliminate glare off whiteboards
- Use of specialist equipment in Science, Technology, Art, PE etc.

### **2. Access to buildings and environment**

Examples include:

- Steps, posts and protrusions marked with yellow or white lines exterior and interior
- Handrails extending round corners along exterior and interior steps and ramps
- Easy access through doors and long corridors
- Grab rails in changing rooms
- Additional disabled toilets
- Possibility of installing lifts

Our duty is not to treat disabled children less favourably than others. Discrimination can occur in two possible ways:

- Treating a disabled student or prospective student less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification;
- Failing to take reasonable steps to ensure that disabled students or prospective students are not placed at a substantial disadvantage in comparison with their non-disabled peers without justification – this is the “reasonable adjustments duty” (although academies are not required to provide auxiliary aids or services, or remove or alter physical features).