Beaumont College

Accessibility Plan

Sept 2022

Disability Access Plan

The aim of this plan is to set out how Beaumont College intends to increase the accessibility of all activities and facilities to students, staff, and visitors. The plan includes:

- Increasing access for students to the College curriculum.
- Improving access to the physical environment of the College.
- Improving the delivery of written information to all students and staff / volunteers with a disability.

This plan takes account of the fact that all our residential and day students in all our Beaumont College sites have Special Educational Needs, the majority of which have and an education health care plan (EHCP) in place.

At Beaumont College we are committed to providing an inclusive environment for all which reinforces Salutem's equality and diversity policy.

Definition of Disability

1. "Disability". A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Equality Act 2010 (previously DDA) uses a broad definition of these to cover all activities that occur in a College.

2. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on Students' everyday lives.

This document is divided into 2 sections:

Section 1:   An audit tool, outlining key areas whereby accessibility is required

Section 2:   Identify the key points specifically appropriate for Beaumont College

Self-Audit – Accessibility

Curriculum:	Yes	Some	No
Do you ensure that tutors and learning support staff have the necessary training to teach and support disabled students?	✓		
Are your classrooms optimally organised for disabled Students?	✓		
Do sessions provide opportunities for all students to achieve?	✓		
Do sessions involve work to be done by individuals, pairs, groups and the whole class? Are sessions responsive to pupil diversity?	✓		
Are all students encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled Students to use equipment in practical work?	✓		
Do staff provide alternative ways of providing access to experience or understanding for disabled students who cannot engage in particular activities?	✓		
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are community based College activities made accessible to all students, irrespective of attainment or impairment?	✓		
Are there high expectations of all students?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, sensory, social facilities, bathrooms, classrooms, computer facilities, restaurant, and common rooms - allow access for all students?	✓		
Can students who use wheelchairs move around the College without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓		
Are pathways of travel around the College site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?	✓		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓	
Is décor or signage clear and compatible with students needs regarding visual impairment, autism or epilepsy?	✓		
Are areas to which students should have access well lit?	✓		
Are steps made to reduce background noise for hearing- impaired Students such as considering a room's acoustics and noisy equipment?		✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓		
Access to the written word:			

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective Students who may have difficulty with standard forms of printed information?	✓		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		

Main Points.

Access to the curriculum:

- The overriding principle is to provide an appropriate learning programme that is accessible and appropriate for each student at Beaumont College.

- The identification of barriers to participation in all areas of College life must be a priority and where necessary, adjustments will be made to the curriculum and teaching methods.

- Session planning and curriculum access is based on the Education, Health, Care plans and assessments undertaken by the interdisciplinary team of professionals at Beaumont College. All teaching and learning activities are differentiated to reflect this.

- Beaumont College will identify staff development needs to improve their ability to meet the needs of students and include these within the performance management systems

- Use of assistive technology should be planned in conjunction with the interdisciplinary team at Beaumont College, led by the Assistive Technology Team to ensure most appropriate solutions are selected, deployed and monitored.

Access to the physical environment

- Limitations resulting from the physical environment should be reported to the College Management Team, who will conduct appropriate impact assessment, and apply solutions wherever practicable.

- Within the context of our campus, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled students.

- All future developments will be planned to provide equality of access to all, and should take into account building regulation requirements concerning access, egress, contrasting décor for visually impaired students and visitors etc.

Access to written/communication information:

- All student undergo a full communication assessment by a specialist Speech and language therapist to ensure their preferred communication style is used. This is constantly monitored and reviewed.

- Any communication originating from the College will be formatted in a way that enables the recipient to understand it

- Low tech (e.g communication books, symbols) and high tech (e.g.VOCA, eye gaze) means of access are available for those students that need this.