



South Tyneside Council

Disability Access Policy



The Beacon Centre
Leading The Way To A Brighter Future

Reviewed - January 2022

Next review – January 2023

Reviewed by	Signature	Date
SLT		
Management Committee		



South Tyneside Council

Disability Access Policy

This Policy applies to The Beacon Centre Primary, The Beacon Centre Secondary and Medical Tuition.

Aim

It is the overall aim of The Beacon Centre to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff members and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Equality Act (2010).

NB: A person is defined as having a disability if they have a physical or mental impairment, which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity (Equality Act 2010).

Access to School

The Beacon Centre Primary is a single-story former nursery which has been modified to ensure it is DDA compliant with accessible toilet facilities a door which is wide enough to allow wheelchair access. However, due to the nature of behavioural difficulties of the pupils we have, classroom door handles are at two levels to ensure pupils do not enter a learning space unless supervised by a member of staff. We will however make every reasonable adjustment in order to accommodate the needs of applicants, pupils, parents/guardians, visitors and members of staff who have disabilities.

There are currently no dedicated parking bays available in the adjacent school (Marine Park Primary) car park. However, these are available in the public car Park behind the school with reasonable access to the site.

The Beacon Centre Secondary is a purpose built fully accessible building which was completed in December 2013. There are two floors with the provision of a platform lift to access the first floor. There are accessible toilets on both floors as well as emergency evacuation call points on the first floor. All doors in the centre of the building are protected by mag-locks that deactivate in the case of an emergency and have entry switches at an appropriate height for a wheelchair user.

Dedicated disabled parking bays to be allocated in the front car park with curb ramps to facilitate access.



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Admissions

Parents/guardians of prospective pupils must notify the school of any disabilities in advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate their child. The school may request a full report from a doctor or educational psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians.

In particular, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means.

Existing Pupils

The school recognises that medical and psychological conditions can develop in existing pupils which may require adjustments to be made to the way in which the curriculum is delivered.

Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the Head Teacher shall set up a consultation process so that interim measures can be put in place to support the pupil, and that longer-term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a pupil to continue at the school.

Learning Difficulties

The school shall do all that is reasonably possible to detect and deal appropriately with a learning difficulty, which amounts to a “special educational need”. The school staff are not, however, qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, or other learning difficulties. The screening tests available to schools are indicative only; they are not infallible. Parents/guardians will be notified if a screening test indicates that a pupil may have a learning difficulty. It will be the responsibility of the parent/guardian to arrange any formal assessments; the school can help with this process by recommending specialist help.



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Withdrawal of a Pupil

If, following the process of consultation and the making of all reasonable adjustments, it is the professional judgement of the Head Teacher that the school cannot provide adequately for the pupil's disability or special educational needs, parents/guardians will be asked to withdraw the pupil. In such cases, every reasonable effort shall be made by the school to assist in finding a suitable placement in another school.

Prospective Staff Members

Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed. The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its pupils and their parents/guardians.

Existing Staff Members

The school recognises that medical and psychological conditions can develop in existing staff members which may require adjustments to be made to the way in which they are employed.

Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the Head Teacher shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer-term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.

Reasonable Adjustments

The school shall endeavour to make reasonable adjustments to aid a prospective or existing pupil/staff member. Such adjustments may include (but not limited to):

- Installing low gradient ramps for easy access on the ground floor;
- Allocating a classroom on the ground floor;
- Specialist seating or any other relevant classroom resources or equipment.



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In defining what is reasonable, the school shall take into account:

- The cost and feasibility of making specific alterations to the school premises;
- Implications on financial resources and the likelihood of any external funding being available to offset this;
- Staffing requirements;
- Health and safety considerations;
- The interests of pupils, staff and visitors.

Personal Information

All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (1998).

Application

The Beacon Centre adopted this disability access policy on 5th September 2016.