



Accessibility Policy and Plan

All Key Stages EYFS to KS5

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1. Purpose of Policy

Bohunt Education Trust (the Trust) has introduced this Policy in order to:

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

The Trust is sensitive to categorisation and generalities of use of language that different groups of children and young people consider may not reflect their direct experience as individuals of their own circumstances. However, throughout this Policy, the word “disability” is used to demonstrate consistency and application of the language in legislation.

2. Legislation and Guidance

This Policy complies with and discharges the Trust’s legal duties particularly with respect to:

- Equality Act 2010 (specifically Schedule 10)
- DfE guidance for Schools on Equality Act 2010
- DfE Statutory Guidance Special Educational Needs and Disability Code of Practice 0-25 years (2015)

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

3. Definitions

Accessibility in this Policy means:

- access to the curriculum and learning opportunities
- access to the schools site,
- access to information for all children and young people with disabilities

Disability means “a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to carry out normal day-to-day activities. The definition includes sensory impairments, such as those affecting sight or hearing, hidden disabilities, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Long term means a year or more.

Substantial means more than minor or trivial.

4. Equalities Assessment Impact Statement

4.1 Statement

The Trust is committed to treating all people equally and with respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation. We are committed to eliminating discrimination and recognise individuals’ diverse circumstances. We ensure that all have the same protection, regardless of any barriers they may face under the Equality Act 2010. This Policy is likely to have a direct impact on all

children and young people with disabilities and ensure that School planning takes into account the needs they face in accessing school facilities and curriculum.

5. Roles and Responsibilities

5.1 All Staff

All staff are responsible for ensuring the safe and effective education of students with disabilities, and proactively taking steps within their area of responsibility to ensure all children and young people can access all aspects of school life regardless of disability. Children and young people are encouraged to participate within the context of their key stage in extra-curricular activities, trips and visits and enrichment, promoting a positive attitude towards all children and young people. Therefore, all staff are responsible for identifying and reporting areas of the curriculum that are inaccessible to children and young people.

All staff are responsible for identifying and reporting to their line manager any inaccessible areas of the school site, or any damaged areas that impact the access to that area.

5.2 Trust Board

The Trust Board are responsible for ensuring that proper strategic provision is made for children and young people with disabilities in accordance with the Trust's legal duties, and for ensuring a robust framework is in place for delivering the accountabilities set out in this Policy.

5.3 CEO

The CEO is responsible for implementing and monitoring the duty to ensure each school has an accessibility plan on a day to day basis across the Trust and reporting of the impact of this Policy to the Board and its Education Committee as required.

5.4 Heads of Schools

Headteachers are responsible for implementing this Policy in their School, and ensuring all leaders with responsibility for supporting children and young people with disabilities are appropriately qualified according to legislation, and that all staff understand and undertake their responsibilities in line with the legislation, recommendation and guidance, set out in the legislation and this Policy.

Headteachers are responsible for monitoring the effectiveness and impact of this Policy, by monitoring and reporting the level of accessibility within their own School sites to the Local Governing Body as required and ensuring each School has an accessibility plan.

5.5 Local Governing Bodies

Local Governing Bodies are responsible for ensuring the strategic implementation of this Policy and the Plan is delivered in the correct context of each School.

6. Procedures and Provisions

6.1 Increasing participation of children and young people with disabilities in the curriculum

From Early Years Foundation Stage to Key Stage 5, we define curriculum as 'the totality of student experiences that occur in the educational process'. Student experiences should reinforce and increase understanding and knowledge of what is taught formally within the timetable of lessons. Our

curriculum, therefore, is far broader than the timetable, encompassing co-curricular clubs, the outdoor programme, and trips and visits programme together with all other aspects of delivery to students. Across this wide remit we work to ensure we are inclusive of children and young people with disabilities.

In lessons, teachers are responsible for making reasonable adjustments to make the curriculum accessible, this includes following guidance from Individual Healthcare Plans, Learning Plans, Student Passports, risk assessments, and other specialist guidance provided for individuals. Reasonable adjustments within the lesson may include provision such as toilet breaks, or access to a medical room to check blood sugar levels, etc. This will be overseen and reviewed by staff responsible for health care and/or SEND. When the need for differentiation is beyond what is reasonable to expect of Quality First Teaching, other methods of differentiation are explored using recommendations and guidance provided by the SEND teams, healthcare professionals and/or other external agencies.

We aim to provide personalised, appropriate and aspirational pathways whereby students can achieve academic, creative and wider outcomes, creating a successful path to adulthood. To do this we consider a wide range of pathways and qualifications. We also deploy a wide range of technological tools to enable equitable access to learning for all.

With regards to trips, visits, the outdoors and other opportunities within our curriculum we have a duty under the 2010 Equalities Act to ensure every effort is made to include all children and young people. The challenge is to make these activities available and accessible in some form to all who wish to participate or are required to take part. This would be irrespective of their special educational or medical need, disability, ethnic origin, sex or religion.

It needs to be remembered that this must be done whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. These are significant factors to be managed, which may override other considerations.

Part of ensuring equal access is ensuring we support those who have financial difficulties by:

- Using Pupil Premium funding appropriately.
- Advertise our trips in advance, ideally three years in advance, to all parents.

6.2 Improving the physical environment to be inclusive of children and young people with disabilities

Advice will be sought in advance of the School admitting a child or young person with disabilities, to ensure the site is safe and accessible to their needs. Hazards will be identified through a risk assessment, and reasonable adjustments made to ensure all students are able to access the learning environment.

In some cases an additional risk assessment will be carried out for subjects or areas deemed high risk, such as science classrooms, Design and Technology workshops, and lessons that may involve the use of chemicals, substances and/or equipment. This may require advice from specialist colleagues.

Our School has identified key areas through consultation for development in this area, as set out in the Plan in Appendix I.

6.3 Digital Accessibility

The Trust recognises digital technologies are an essential part of modern education, especially in expanding the accessibility of educational resources to a wider demographic of learner. The Trust is working to further develop digital and assistive technologies as part of the learning experience of all students, making content as accessible as possible.

6.4 Improve the availability of accessible information to children and young people with disabilities

Information regarding the School Policies and Procedures is available upon request in accessible formats. Parents and carers are encouraged to communicate with the School so that this and any other information they require is made available to them.

7. Consultation

Forward planning is essential so a key target is for the school to gain a clear understanding of any needs/requirements of the next student intake as soon as possible to allow for all reasonable adjustments to be applied.

The accessibility plan is developed through consultation with stakeholders, including students, parents and carers, staff responsible for health and safety, specialist teacher advisors and other colleagues within the Local Authority.

It is hoped that full involvement of children and young people with disabilities will, as well as fulfilling requirements of the duty, bring real benefits in terms of:

- providing insights into the barriers faced by children and young people with disabilities
- expertise in identifying ways to overcome these barriers;
- improving working relationships between the school and its children and young people with disabilities and their parents/carers

The school will collect views in a number of ways:

- meeting individuals and small groups in informal settings to gather feedback
- feedback on the scheme (posted on website) through staff and parents' comments
- interviews with staff members who have disabilities
- close collaboration with other schools to share good practice

8. Sharing Information about Needs

There is not a requirement for children and young people with disabilities to make a disclosure though it may be in their interests to do so if they require reasonable adjustments to be made. It is therefore essential that the school explains clearly why this information is required in order to ease any discomfort at disclosing an impairment or health condition.

It is also important to acknowledge that some staff will not want others to know about their health information; there are many instances when reasonable adjustments should be made without necessarily involving large numbers of staff.

As well as students accessing all aspects of school life, provision is available to all stakeholders with disabilities. For all parties, the physical school site will be reviewed regularly to ensure it is as stated in the attached Accessibility plan.

9. Monitoring

To ensure the expectations of all schools are upheld, BET undertakes a variety of Quality Assurance (QA) activities on a minimum of an annual basis, from which strengths and areas of development are identified to inform best practice and priorities for improvement.

Trust reports are shared with Trust Board members / Local Governing Body, as appropriate, for further discussion and challenge on the development, implementation and evaluation of the Plan. The Board's Education Committee receives an annual report from the Director of SEND, and each School LGB receives an annual report from the SENDCo in the School.

Where a school is identified to have significant weaknesses or areas for development, supplementary support is provided by BET to ensure accelerated improvements are made, leading to effective and consistently good practice to meet the needs of students.

10. Links to other policies

- SEND Policy
- Admissions Policy
- Behaviour Policy
- Anti Bullying and Harassment Policy
- Equalities Objectives
- Health and Safety Policy
- Supporting Students with Medical Conditions
- Safeguarding and Child Protection Policy

Appendix I: Accessibility Action Plan

Improving access to and participation within the curriculum

Objective	Lead	Strategy	Timescale	Success Criteria
Accurate identification of barriers to learning.	AAHT - SENDCo. Welfare Officer.	Ensure the registers remain current with information from the student, parents/carers, external professionals. Ensure the information is communicated clearly to all appropriate stakeholders.	Ongoing. Termly review.	SEND register. Medical register. Up to date ClassCharts tiles. Up to date Individual Student Plans.
Effective communication with previous schools to provide a thorough transition process.	AAHT - SENDCo	Ensure the registers remain current with information from the student, parents/carers, and external professionals. Ensure the information is communicated clearly to all appropriate stakeholders.	Ongoing. Termly review.	SEND register. Medical register. Up to date ClassCharts tiles. Up to date Individual Student Plans
Training for all staff on increasing access to the curriculum for all learners.	AAHT - SENDCo, DSL, AHT Wellbeing, AHT Achieve, AHT T&L, AAHTs - Upper School and Lower School	Ensure the registers remain current with information from the student, parents/carers, and external professionals. Ensure the information is communicated clearly to all appropriate stakeholders.	Ongoing. Termly review.	SEND register. Medical register. Up to date ClassCharts tiles. Up to date Individual Student Plans
Use of appropriate assessment tools and progress measures.	AHT Achieve, AAHT - SENDCo, Curriculum Leads, YPLs	Ensure SIMS, Pupil Progress and Classcharts data is used effectively and communicated clearly to appropriate stakeholders including children/students	Ongoing. Termly review.	Student outcomes, feedback surveys from parents, staff and students

Objective	Lead	Strategy	Timescale	Success Criteria
Appropriate use of specialist equipment to ensure needs are managed to the benefit of students and staff.	Headteacher, Operations manager, Premises manager, Curriculum Leads, All staff	Risk assessments regularly used, monitored, updated and effectively deployed, regular checks and servicing, health and safety audits.	Ongoing. Constant review.	Incident and accident reporting.
Appropriate use of intervention.	AAHT - SENDCo, AHT Achieve, YPLs, Literacy Lead, Curriculum Leads	Ensure SIMS, Pupil Progress and Classcharts data is used effectively and communicated clearly to appropriate stakeholders including children/student	Ongoing. Termly review.	Student outcomes, feedback surveys from parents, staff and students
Ensure access for all vulnerable students to attend enrichment and CCA activities.	AHT Wellbeing, AHT Achieve, AAHTs - Upper School// Lower School, SENDCo	Ensure the enrichment and CCA offer is varied, accessible and that students are actively encouraged to attend. Ensure appropriate and adequate staffing of activities. Ensure the promotion of activities is widespread and circulated in a variety of formats to reach the widest possible audience.	Ongoing. Termly review.	Student data from Involve, feedback surveys from parents, staff and students
Ensure high levels of success in school through effective delivery of the curriculum.	AHTs Achieve and Teaching and Learning	Ensure the school's quality assurance and data tracking systems are picking up underperformance and celebrating progress.	Ongoing. Termly review.	Student data from BET assessments, learning walk data, feedback surveys from parents, staff and students, effort data.

Objective	Lead	Strategy	Timescale	Success Criteria
Effective communication with previous schools to provide a thorough transition process.	AAHT - SENDCo	Ensure the registers remain current with information from the student, parents/carers, and external professionals. Ensure the information is communicated clearly to all appropriate stakeholders.	Ongoing. Termly review.	SEND register. Medical register. Up to date ClassCharts tiles. Up to date Individual Student Plans

Improving access to the physical environment

Objective	Lead	Strategy	Timescale	Success Criteria
Review of the inside and outside space ensuring hazards are highlighted.	HT, operations manager	Ensure health and safety walks regularly, project calendar and ACF bids for improvements to site, specific reviews after any extreme weather events or major events in school.	Ongoing. Constant review.	Incident and accident reporting. Site audit of hazards. Maintenance reviews. Review of student incident/accident locations.
Ensure the maintenance of the accessible Emergency and Evacuation Assembly Point.	Operations manager, Premises Manager	Safe evacuation for vulnerable staff, students and visitors on site in an emergency, regular maintenance of evac chairs, regular training on evacuation for named staff, staff on site trained as trainers to maintain a good ratio of staff trained in evacuation	Termly review.	Maintenance reviews. Evacuation reviews.
Ensure students feel safe in the environment.	DSL / Assistant Head Teacher	Ensure student feedback is gained and analysed identifying areas of the site where potential difficulties may be encountered, or where there is limited visibility and therefore vulnerability. Ensure effective use of Student Voice.	Termly review.	Site audit of hazards. Sensory audit of the environment. Maintenance reviews. Review of student incident/accident locations.

Objective	Lead	Strategy	Timescale	Success Criteria
Ensure the creation and maintenance of Personal Emergency and Evacuation Plans (PEEPs) for all relevant students and staff.	Operations manager, Premises Manager. SENDCO, ACs	Ensure student feedback is gained and analysed identifying areas of the site where potential difficulties may be encountered, or where issues arise with use of PEEPs. Ensure effective use of Student Voice.	Termly review.	Evacuation reviews.
Ensure the accessibility of all specialist classrooms spaces, while maintaining excellent health and safety standards.	Operations manager, Premises Manager.			Site audit of hazards. Sensory audit of the environment. Maintenance reviews. Review of student incident/accident locations.
Review the potential for improved accessibility within protected areas of the school building (such as <i>listed</i> or <i>graded</i> buildings).	N/A	N/A	N/A	N/A
Ensure high levels of respect in school through effective SMSC in school calendar.	AHT Wellbeing	Ensure the school's behaviour system is effective through student and staff voice, monitoring and a clearly visible SLT presence at unstructured timed	Ongoing. Termly review.	Student data from wellbeing surveys, feedback surveys from parents, staff and students, attendance data.

Improving access and delivery of written information

Objective	Lead	Strategy	Timescale	Success Criteria
Ensure written material is accessible in alternative formats that is readily available to all stakeholders.	Student support manager, AHT Participation	Regular review of all communications on Classcharts and parental engagement broken down by sub groups for analysis, gather parent voice from PTA and other parent groups to check for confirmation bias.	Ongoing.	Parent survey feedback, parental engagement measures
Ensure communication is written in user-friendly language with little or no jargon.	Student support manager, AHT Participation	Regular review of all communications on Classcharts and parental engagement broken down by sub groups for analysis, gather parent voice from PTA and other parent groups to check for confirmation bias.	Ongoing.	Parent survey feedback, parental engagement measures
Ensure signage is effective.	Student support manager, AHT Participation	Regular review of all communications on Classcharts and parental engagement broken down by sub groups for analysis, gather parent voice from PTA and other parent groups to check for confirmation bias.	Ongoing.	Parent survey feedback, parental engagement measures