



Accessibility Policy and Plan

All Key Stages EYFS to KS5

Approved by: Education Committee		Date: Spring Term 2025
Last reviewed:	Spring Term 2021	
Next review date:	Spring Term 2028	

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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 accountability 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 acceptable

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 in committing 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. These 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 1.

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 1: Accessibility Action Plan

Improving access to and participation within the curriculum

Objective	Lead	Strategy	Timescale	Success Criteria
Accurate identification of barriers to learning.	SENDCo. AHT Well-being Progress & Assistant Leaders	Ensure the registers remain current with information from the student, parents/carers, external professionals. Ensure the information is communicated clearly to all appropriate stakeholders. Ensure that up-to-date Vulnerability index is completed at regular intervals throughout the year Home/School Link maintained via tutors, Assistant Progress Leaders & Progress Leaders through regular contact. Use of Summer Explorers to identify those students from whom there may be barriers to participation and learning	Ongoing. Termly review.	SEND register. Medical register. Up to date ClassCharts tiles Up to date Student Passports. Updated Vulnerability Index Use of notes within ClassCharts
Effective communication with previous schools to provide a thorough transition process.	AHT Well-being AHT SENDCo AHT DSL	Clear transition strategy is in place to speak with Primary Schools Year 6 teachers and SENDCOs and other external professionals. Meet with feeder school SENDCOs to ensure a thorough sharing of student information. Meet with parents of students with EHCPs. Transition meetings for parents and children with highest needs, coordinated between Junior School and Secondary School SENDCOs. Additional Visits and more comprehensive transition events for children deemed appropriate by relevant feeder schools and The Petersfield School.	Summer Term coordination. Autumn term review.	SEND register. Medical register. Up to date ClassCharts tiles Up to date Student Passports. Updated Vulnerability Index Use of notes within ClassCharts Parents Evening Parental Surveys

		Ensure information that is collected from the student, parent/carer during transitions meetings is successfully recorded Ensure the information is communicated clearly to all appropriate stakeholders.		
Effective communication with new Y7 cohort to familiarise themselves with the school curriculum and expectations.	AHT SENDCo Staff	Provide a 'treasure hunt' at TPS for those transferring to Year 7 identified as needing additional support to familiarise themselves with the school grounds and meet new faces. Provide a summer school programme where the new Y7 cohort can get to know new friends and take part in Team building activities to begin the process of learning about our TPS ethos / learning modes / expectations and familiarity with the school grounds and staff.	Summer Term coordination. Autumn term review.	SEND register. Medical register. Up to date ClassCharts files. Up to date Student Passports. Parents Evening Parental Surveys
Training for all staff on increasing access to the curriculum for all learners.	HT, DHT, AHT L&T SENDCo, DSL	Effective CPD/Inset sessions that provide information for all students with specific needs at Inset Sessions. Strategies provided to provide to staff in order to support students September briefing to all staff regarding Special Educational Needs and children of highest needs. INSET and Continuing Professional Development.	Ongoing throughout the year	Inset and CPD programmes SEND Passports and Strategy sheets Use of ClassCharts to provide relevant information on each student SEND register. Medical register.

		Ensure the information is communicated clearly to all appropriate stakeholders via Classcharts, SEN Information Drive, and through internal communication systems. Training on technology and options for use of IT in lessons to effectively assess progress and provide easy access to information and learning material. Ensure the registers remain current with information from the student, parent/carers and external professionals. Ensure the information is communicated clearly to all appropriate stakeholders.		
Use of appropriate assessment tools and progress measures.	AHT Achieve Data Manager	Ensure SIMS, Pupil Progress and ClassCharts data is used effectively and communicated clearly to appropriate stakeholders including children/students		Pupil Progress, & SIMS reports Parents Evenings Year 11 Interviews Year 11 Results days
Appropriate use of specialist equipment to ensure needs are managed to the benefit of students and staff.	AHT Well Being, DSL, SENDCO School Nurse Site Manager HT, DHT, HOFs & SL HCC, External Specialist	Risk assessments regularly used, monitored, updated and effectively deployed, regular checks and servicing, health and safety audits. All staff to be informed and trained where needed to ensure the health and safety of all children eg physiotherapy and personal care. Monitoring of specialist equipment in practical areas to ensure that these are regularly maintained and serviced as required.	Ongoing	Relevant Risk Assessments available Accident Reporting using Smart Log Relevant service records for specialist equipment

	Advisory teams			
Appropriate use of intervention.	AHT Achieve, Raising Standards Lead SENDCO, Core Team Provision manager Provision Leads ELSA Progress leaders	Ensure SIMS, Pupil Progress and Classcharts data is used effectively and communicated clearly to appropriate stakeholders including children/students Use of reading, spelling, CAT and KS2 data to ensure that relevant support programmes are drawn up to support learners. Provide training and timetabled sessions for children who need extracurricular, health and social support. Ongoing supervision and training given to intervention leads. Training provided through Hampshire and Isle of Wight Educational Psychology, CAMHS or other qualified professionals.	Ongoing throughout the year	Small group & 1-2-1 interventions Improved outcomes for BARE Reports from Pupil Progress and SIMs Targeted intervention groups
Ensure access for all vulnerable students to attend Trips, visits, enrichment and extra-curricular activities.	EVC, KS3 Extra Co-ordinator PL & APLs, Tutors, SENDCO, AHT WellBeing EVC HOFs	Access to Trips and Visits for those students who have high VI index and those who are considered disadvantaged Enrichment and extra-curricular 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	Improved metrics for Co-curricular, Trips and Visits. High uptake in ERA week

		Additional support or reasonable adaptations made to enrichment or extra-curricular activities where possible to allow access to all.		
Ensure high levels of belonging in school through effective engagement in school events.	All Staff,	Team TPS Culture is embedded in all that the school does The school's House system is embedded through competition, leadership opportunities and regular 'making school unmissable' events. High levels of recognition of student achievement via promotion across the school (displays, key messages, assemblies) and to external audiences (social media)	Ongoing	Team TPS Culture Assemblies Social Media posts and engagement Positive representation in local media
Ensure high levels of success in school through effective delivery of the curriculum.	HT, DHT AHT L&T, HOFs	Learning walk data shows that there are consistently high standards in the delivery of lessons across the school Ensure the school's quality assurance and data tracking systems are picking up underperformance and celebrating progress.	Ongoing	Learning and Teaching Dashboard Learning walks Tour Regular Data Analysis at SLT Data reporting to Governors

Improving access to the physical environment

Objective	Lead	Strategy	Timescale	Success Criteria
Review of the inside and outside space ensuring hazards are highlighted.	HT, Site Manager, H&S Lead & H&S Governor	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 Clear use of SmartLog to record health and safety checks and risk assessment.	Ongoing	Reduce incidents caused by site issues Relevant policies updated and reviewed in a timely way Clear repair and replacement plan

Ensure the maintenance of the accessible Emergency and Evacuation Assembly Point.	HT, Site Manager, H&S Lead & H&S Governor	Regular testing of fire alarm to ensure that the alarm is clear in all areas of the school to allow safe evacuation of the building Ensure that all emergency lighting is fully functioning and maintained on a regular basis. Safe evacuation for vulnerable staff, students and visitors on site in an emergency, regular maintenance of evacuation chairs, regular training on evacuation for named staff, staff on site trained as trainers to maintain a good ratio of staff trained in evacuation	Ongoing	Relevant certification of testing and servicing Evacuation reports following drills
Ensure students feel safe in the environment.	HT, DSL, AHT, Site Manager, School Nurse	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. Accessibility monitoring for children with visual impairments and physical disabilities between SENDCo and Specialist Advisory Team done routinely. Reasonable and actionable recommendations from these visits are actioned by Site staff. 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.
When applicable: Ensure the creation and maintenance of Personal Emergency and Evacuation Plans	SENDCO, Site Manager, HT, DHT & H&S lead	Individual Personal Emergency Evacuation Plans written for children who need them. Updated regularly. 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.	Ongoing	Relevant PEEP Plans Evacuation reports following drills

(PEEPs) for all relevant students and staff.		Ensure effective use of Student Voice.		
Ensure the accessibility of all specialist classrooms spaces, while maintaining excellent health and safety standards.	SEND CO, Site Manager, HT, DHT & H&S lead	Ensure student feedback is gained and analysed, identifying classrooms that where potential accessibility difficulties may be encountered. Advisory Team done routinely. Reasonable and actionable recommendations from these visits are actioned by Site staff.	Ongoing	Ongoing student voice Feedback from relevant stakeholder surveys
Review the potential for improved accessibility within areas of the school building	SEND CO, Site Manager, HT, DHT & H&S lead	Review areas of the school where potential for ramps would mean greater accessibility to specialist rooms.	Ongoing	Ongoing student voice Feedback from relevant stakeholder surveys
Ensure high levels of respect in school through effective SMSC in school calendar.	AHT Well-being, PL & APLs, DSL, PSHE Co-ordinator	Ensure culture of TEAM TPS and a respectful community. Clear programme of SMSC events within the school assembly programme. Use of Behaviour curriculum (included the BET PSHE Curriculum) to ensure high levels of respect & improvement of student understanding of protected characteristics, across all aspects of the school Ensure the school's behaviour system is effective through student and staff voice, monitoring and a clearly visible SLT presence at unstructured times	Ongoing	Student data from wellbeing surveys, feedback surveys from parent/carer/staff and students, attendance data Data analysis shows improvement in key metrics especially around the protected characteristics
Ensure high levels of accessibility into all	Operations manager, Site	Ensure all wheelchair users can access rooms and spaces easily and safely with the use of ramps.	Ongoing. Termly review.	Student data from wellbeing surveys, feedback surveys

downstairs areas and rooms.	Manager. SENDCO, ACs	Advisory Team done routinely. Reasonable recommendations from these visits are actioned by Site staff.		from parents, staff and students, attendance data.
Ensure high level of respect in after school events with accessibility of rooms for all.	SLT, Operations Lead Site Manager	Ensure that all pupils can access the rooms needed during afterschool events to provide equal opportunities.	Ongoing. Termly review.	Student and parent feedback data.
Ensure all specialised resources can be accessed by all staff and students.	SLT, Operations Lead Site Manager	Ensure rooms upstairs e.g Library have resources or individualised arrangements so children with limited mobility continue to have access similar resources.	Ongoing. Termly review.	Student and parent feedback 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.	HT, PA to HT, Administration team	Communication with families is electronic, which allows for accessibility features to resize text, read aloud, and translation on parental chosen software, if needed. Regular review of all communications to parents & carers that is shared via: • Letter, • Email, • Social Media • ClassCharts	Ongoing	Feedback for Parents and Carer Survey
Ensure communication is written in user-	HT, PA to HT,	Regular review of all communications to parents & carers that is shared via:	Ongoing	Feedback for Parents and Carer Survey

friendly language with little or no jargon.	Administration team	• Letter, • Email, • Social Media • ClassCharts		
Ensure signage is effective.	HT, PA to HT, Administration team Site Manager, AHT H&S	Regular review of all communications to parents & carers that is shared via: • Letter, • Email, • Social Media • ClassCharts	Ongoing	Feedback for Parents and Carer Survey
Ensure communication uses assistive technologies.	Student support manager, AHT SENDCO	Regular review of all communications on devices allows ClassCharts and our website information to have highlighted fields for screen readers, colour changes for visual contrast, font sizes with zoom options.	Ongoing	Parent survey feedback, parental engagement measures