



Bellevue Place

E D U C A T I O N T R U S T

BPET Accessibility Policy

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2024
Renewal:	3 Years
Review Date:	1 September 2027

1.0 Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

2.0 Background

The Special Education Needs and Disability Act (SENDA) 2001 aim is to outlaw discrimination against disabled pupils and prospective pupils in admissions procedures and in the provision of education and associated services. It is unlawful to treat a disabled pupil or prospective pupil *less favourably* for a reason related to his/her disability. It is also unlawful to fail to make *reasonable adjustments* to admission arrangements and in relation to the provision of education.

The Trust acknowledges its duties under SENDA, and under the Equality Act 2010. It acknowledges that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

As a result the Trust has produced this access policy as part of Trust's response. It is the responsibility of the school to produce an accessibility plan that implements the policy in the school specific situation.

3.0 Statement

BPET is committed to providing an environment that enables full access to the curriculum for all pupils and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within our schools.

4.0 Premises

Buildings within BPET's premises date back over many decades, and not all were designed for access for pupils covered by the Equality Act 2010. However, BPET in conjunction with each of its schools is actively and continuously investigating ways of making all areas fully accessible for all pupils.

5.0 Strategy

As part of BPET's commitment to access for all schools, Bellevue Place Education Trust has the following aims:

- For each BPET school to carry out an annual audit of the accessibility of each school's physical environment in order to allow the free movement of all pupils around the school. BPET accepts that it may be necessary to redesign areas to improve access and it expects each school to do everything possible within its budgeted resources to provide full access.
- For each BPET school to carry out an annual audit of pupil needs including admissions information and updates that may arise from e.g. medical conditions and accidents.
- For each BPET school to carry out regular community consultation on school community use.
- For each BPET school to review the school's curriculum to ensure that no pupil is disadvantaged in any way and that all subjects and activities are available to them from Reception to the end of year 6.
- To review the school's admissions policy so that reasonable adjustments may be made for disabled pupils seeking admission to the school.
- To review the production of written and web enabled provision to ensure these are accessible to all pupils, parents and carers.
- For each BPET school, in consultation with the Operations team (where building related), to produce and implement a three year rolling Accessibility Plan for its school and for this to be reviewed annually through the Regulations and Compliance Visit (as part of the BPET School Improvement Strategy).

6.0 Current Priorities

- Details of school specific priorities are contained within each BPET School Accessibility Plan

7.0 Review

This policy will be reviewed every three years by the BPET Board.

8.0 Approval by the Bellevue Place Education Trust Board

This policy has been formally approved and adopted by the BPET Board.

Monitoring and Evaluation

The Headteacher and Trust will review this policy statement annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

Annex A – Whiteknights Primary School Accessibility Plan

Reviewed by: Bridget Reynolds and Louise Lewis on 09.09.24

Next review date: September 2027

	Current good practice	Objectives	Actions	Responsible person	Timescale	Success criteria
Aim 1: Increase the extent to which pupils with disabilities, including those with SEND, can participate in the curriculum	Targeted support and early intervention are offered for all pupils	To identify pupils who may need 'additional to or different from' provision	Regular communication between teachers, SENCO and parents	SENCO/class teachers	Ongoing	School staff are aware of any pupil with SEND and understand their needs
	Staff CPD is responsive to identified needs	To comply with the Equality Act 2010	SEND Support Plan Review meetings with parents, SENCO, teacher and pupil (if in KS2)	SENCO/class teachers	Termly	Staff are confident in how to effectively support pupils with additional needs
	Targets are set effectively and are appropriate for pupils with additional needs	To ensure that there is open and honest collaboration and information sharing between school and families	Ensure staff have received relevant and recent CPD	SENCO	Ongoing	SENCO and class teacher meet with parents of pupils with SEND regularly
	Policies are reviewed to ensure that they reflect inclusive practice and procedures	Liaise with external agencies, identifying training needs and implementing training where needed	Training needs identified and staff CPD delivered	SENCO	Ongoing	All policies clearly reflect inclusive practice and procedures
	Pupils who require access arrangements for assessments are identified and receive appropriate support		SENCO/AHT to identify pupils who require access arrangements for assessments	SENCO/Head	Ongoing	
	Our school uses an effective range of teaching methods to		Resources and strategies are available as required (including provision of	SENCO	Ongoing	All pupils are able to access the curriculum, including educational visits

	<p>ensure that the needs of all students are met</p> <p>The progress of SEND pupils is monitored in tracking meetings and intervention is put in place if needed</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>		<p>aids to assist visual or auditory impairment)</p> <p>Monitor progress of SEND pupils in tracking meetings</p> <p>Monitor and review interventions</p> <p>Use Arbor to improve teachers' access to information</p>	<p>SENCO/Head/AHTs</p> <p>SENCO</p>	<p>Termly</p> <p>Ongoing</p>	<p>Pupils receive appropriate support in assessments</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made</p> <p>Pupils requiring additional interventions are quickly identified</p> <p>Interventions are effective and high-quality</p>
<p>Aim 2:</p> <p>Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and</p>	<p>The learning environment is clutter-free</p> <p>Teaching slides are not overloaded with information</p> <p>Display boards/working walls support learning and do not overload working memory/are not overstimulating</p> <p>We seek advice from professionals when required (e.g. occupational therapy,</p>	<p>To identify pupils/staff with additional needs who may require adaptations to the physical environment.</p> <p>The school environment is adapted to the needs of students/staff as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor/door width • Accessible parking 	<p>Annually review the physical needs of pupils with SEND</p> <p>Annual review of overall accessibility needs with review of any future premises work as/when needed</p> <p>Any adaptations or repairs are undertaken</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>Improved access for disabled pupils and parents</p> <p>Specialist equipment is maintained and is in good working order</p> <p>Students with physical disabilities are supported appropriately</p>

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<p>services provided</p>	<p>teacher of the deaf) and make changes where required</p> <p>Accessible toilets are available</p> <p>Access to disabled parking bays outside school as/when needed</p>	<ul style="list-style-type: none"> • Accessible toilets and changing facilities • Adapted furniture where needed • Additional accessibility resources such as writing slopes • Highly visible markings • Printing in an accessible font and size where needed • Bespoke programmes for PE where needed <p>To ensure that hazards are reported promptly</p> <p>To ensure that any relevant risk assessments/plans for individual pupils with disabilities are completed (e.g. fire evacuation)</p> <p>To ensure public access to the school (e.g. driveway, roads/paths around school are as safe and hazard-free as possible</p> <p>Promote safety awareness within school and with parents/carers through the curriculum and</p>	<p>within a reasonable timescale</p> <p>Create risk assessment for individual pupils as required</p> <p>Communicate safety messages with parents/carers</p>		<p>Students with health needs are able to access the school environment safely and have access to the appropriate support</p> <p>Staff, students and visitors have access to signage across the school site. Alternative systems identified</p> <p>The environment remains adapted to the needs of students/staff in all areas</p>
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		extracurricular participation in road safety weeks, walk to school week, Bikeability and assemblies				
Aim 3: To improve the availability of accessible information to pupils with disabilities	Where required, the school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Large print resources, including books • Coloured printing and overlay resources • Audio books • Pictorial or symbolic representations • TA support • Resources and strategies recommended by external agencies on a student-led needs basis 	To ensure all children and parents/carers with disabilities receive and understand information shared by the school Audit school library and books used in the curriculum and ensure that large font/easy to read texts are available. Order relevant books where required Review signage around school premises for accessibility Class teachers to use a radio aid where specified for individual pupils Ensure pupils requiring alternative versions of assessments have these in place (e.g. large print) Audit the book resources that are used in the curriculum	Regular communication with parents/carers Alternative communication strategies offered and used (e.g. written communication for BSL parents/carers, emails, phone calls) Policies available electronically so that user can adapt to their needs	SENCO/AHTs/class teachers/admin team	Ongoing	Improved access to resources and information for students, staff, parents and carers with visual difficulties Pupils and families have direct access through the website to relevant information and contacts

		<p>and ensure we have large print options.</p> <p>Website check to ensure the website provides good access to relevant information for students and families.</p>				
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