



BLENHEIM  
SCHOOLS

# Accessibility Policy

Policy Folder: Operations

## 1 Introduction

1.1 We are committed to creating an inclusive, respectful and equitable environment where all members of our school community are valued and supported. This commitment underpins our approach to accessibility and informs the principles set out in this plan. This document outlines our Accessibility Plan as required by the Equality Act 2010. This plan applies to staff, pupils, parents and all users of the school site and services. The Act makes it unlawful for Blenheim Schools, which is the responsible body of a school, to discriminate against, harass, or victimise a pupil or potential pupil or staff in relation to:

- admissions;
- the way we provide education for pupils;
- the way we provide pupils access to any benefit, facility or service;
- by excluding any pupil or subjecting them to any other detriment.

1.2 The Act outlines some protected characteristics (below) and we pay due regard to these:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

1.3 This plan fulfils the requirements of the Independent School Standards.

## 2 Definition

2.1 In accordance with the Equality Act 2010 (UK), a person is defined as disabled if they have 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.

-*Substantial* is defined as more than minor or trivial.

-*Long-term* is defined as having lasted or likely to last for at least 12 months.

This definition includes individuals with sensory impairments (such as those affecting sight or hearing) and those with long-term health conditions, including but not limited to diabetes, epilepsy, and cancer.



### **3 Purpose**

- 3.1 This Accessibility Plan outlines how we ensure that we are working to remove barriers to learning and access in our school. The plan is reviewed every three years and monitored annually to ensure progress is made against its objectives.
- 3.2 The school aims to treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This plan should be read alongside the school's SEND Policy and Equality and Diversity Policy.
- 3.3 The school ensure all staff are trained in understanding equality and disability issues in line with the Equality Act 2010.

### **4 Reasonable Adjustments**

- 4.1 We are committed to ensuring that no aspect of school life places a disabled pupil at a disadvantage in comparison to their non-disabled peers. Where a potential disadvantage cannot be avoided, we take all reasonable steps to reduce or remove its impact.
- 4.2 When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.
- 4.3 Where an auxiliary aid is not provided under the SEND system (i.e. via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
- 4.4 There is no legal definition of auxiliary aids. We interpret the term to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.
- 4.5 Our SEND Policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.
- 4.6 Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.
- 4.7 We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three-year accessibility plan, we reserve the right to deem these as unreasonable.



- 4.8 It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be *reasonable*. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably.

## **5 Aspects of the Plan**

- 5.1 Our Accessibility Plan focuses on the following areas:
- Increasing the extent to which disabled pupils can participate in the curriculum
- 5.2 Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- 5.3 Improving the availability of accessible information to disabled pupils, staff, parents and visitors

## **6 Responsibility**

- 6.1 It is the responsibility of the headteacher to ensure that the school has an Accessibility Plan which matches the needs of the school and to ensure that it is available on the school's website. All staff have a role in implementing the plan through inclusive practice and regular reflection on barriers to access within their areas of work.
- 6.2 It is the responsibility of the Proprietor (via the Director of Operations) to ensure that the plan is reviewed annually and is fit for purpose.





## Accessibility Plan

### Actions to increase access to the curriculum and learning

| Targets/Strategies   | Timing         | Responsibility                  | Success criteria / RAG  |
|--|----------------|---------------------------------|---|
| Create pastoral hub to support mental health and well-being of all pupils  | September 2025 | PT – pastoral lead              | Old Y1 classroom repurposed as pastoral hub.  |
| Activity zones in the playground to support pupil engagement and aid communication   | Sept 2025      | PT – pastoral lead              | Construction zone, colouring zone, stepping stones, reading area and allowing pupils to access the pastoral hub   |
| All teaching and support staff to develop awareness of adaptive teaching skills  | Summer 2025    | RG                              | Teachers and TAs to use the skills learnt in the training to adapt their teaching skills to meet the needs of all pupils  |
| To embed and review early intervention support for pupils with Dyslexia  | Autumn 2025    | RG / Teachers                   | Staff training on what a dyslexic friendly classroom looks like<br>Use of Literacy Gold online to support students<br>Teams learning accelerator to create weekly reading tasks for identified pupils<br>Teachers given 2 documents to refer to which can help them identify and support pupils with all learning difficulties:<br>Quality first teaching booklet and pathway for pupils with SEND in the classroom   |
| To continue to work with outside agencies such as Speech and Language Therapists, Occupational Therapists, Behavioural Therapists and Educational Psychologists. | Ongoing        | RG/<br>Teaching & Support Staff | Strong links formed with outside agencies. Working with a strong team of outstanding professionals who can be called upon to address our children's needs.<br><br>SEN Steps process to be followed by all staff members as a means of establishing whether outside intervention is required.<br>Parents fully involved in the referral process.<br>Regular communication between school, therapists and parents to monitor progress.<br><br>All children's specific needs and barriers to learning addressed. |



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|   |   |                | Specialists to support SENDCO and class teacher with ISP target setting.  |
| Training for staff in inclusive ethos and practices e.g, INSET/staff meetings/ external providers/Shine online training | ONGOING   | SLT/Teachers   | Better knowledge of staff<br>DONE<br>RG has given termly training with teachers and TAs focusing on: <ul style="list-style-type: none"> <li>• Zones of regulation</li> <li>• Reasonable adjustments needed to support learners</li> <li>• Adaptive teaching and learning</li> </ul> Termly meetings to update pupil ISPs with all teachers.<br>One page pupil profiles to amplify pupil voice |
| Digital upskilling EYFS abd KS1 pupils – using ipads  | ONGOING   | KM             | Upskilling of all staff<br>Pupils in EYFS and KS1 to have access to iPads to support lessons<br>Pupils using iPads to support and enhance learning  |
| Readers / Prompters for examinations  | TERMLY – review July 26                         | RG             | Professional medical report received containing a diagnosis and recommendation for a reader or prompter.  |
| Tailored behaviour strategies for children  | TERMLY – review July 26                         | RG / PT        | Pupil profiles / behaviour management plans created for individual children where necessary. Plans reviewed every half term with parental involvement.  |
| To support children with ASD where needed through the use of Social Stories.  | Ongoing – in direct response to specific needs. | RG             | Personalised Social Stories are made for specific children who require support to cope with change, transition, and new concepts.   |
| Assessment and Screening on entry and regularly through the child’s journey through school                              | ONGOING   | RG/LP/Teachers | Use of CATS, PTE, PTM, NGRT etc to identify pupil strengths and weaknesses and any significant anomalies. Track this from year to year and raise concerns with teachers if any progress is concerning.<br>Dyslexia screener administered across the school every two years  |





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| Development of the PSHE and RSE curriculum alongside Voice of Student  | ONGOING  | SRD/PT                           | Increasing pupils' awareness of different beliefs, learning styles, backgrounds etc. enabling pupils improve each other's accessibility<br>Purchase of Jigsaw Scheme of Work                                      |
| Development of the Educational Visits programme  | ONGOING  | PT/LP                            | To provide opportunities for a range of learners to gain new learning opportunities.  |
| Hall accessible to wheelchairs through double doors and playground is accessible through the side entrance   | ONGOING  | SR                               | Ongoing investigation to modifications needed   |
| To support individual pupils with complex additional needs to access Education and Health Care Plans (EHCPs) | Ongoing – direct response to specific children | SENDCO/<br>Class teacher/Parents | Funding in place for specific pupils which allows for specific provisions at school, specific needs and barriers to learning.<br>Good, useful contacts made with local council and SEND legal and advocacy firms. |
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**Actions to improve the physical environment to enable those with disabilities to take better advantage of the education and facilities**

| Targets/Strategies   | Timing                | Responsibility | Success criteria   |
|--|-----------------------|----------------|--|
| To ensure the First aid room is accessible to all staff and pupils who need it.                                  | 2025 - 26             | MJ / MF        | All teachers and pupils can access the room and the contents of the room.<br>All medications are stored safely and accessible when needed.   |
| Response to noted examples of pupils with disabilities such as Pupils with broken arms/legs-on crutches etc.     | WHEN NEEDED           | PT/MF/MJ       | Care plans, risk assessments, Individual Medical RAs   |
| Annual review of school environment to support pupil with visual impairment to navigate the school independently | Summer 2026 - ongoing | RG/CA/PD       | Stairs are suitable, and the end of each step outside has yellow markings.<br>Stairs in school have visibility strips at the end of each step.<br>Classes and corridors are kept clutter free. |





**Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors**

| <b>Targets/Strategies</b>  | <b>Timing</b> | <b>Responsibility</b>        | <b>Success criteria</b>  |
|--|---------------|------------------------------|--|
| Review seating arrangement in classrooms to ensure all pupils can access their learning needs  | ONGOING       | RG/Teachers                  | Professional report received / pupil profile created / seating arrangement tailored to disability and need   |
| A culture to declutter classrooms in order to reduce information overload for pupils who experience Cognitive Load issues. This then makes the relevant information more accessible. | ONGOING       | All staff                    | Learning Walks to identify clutter sites and action points.  |
| Painting classrooms to support learning.   | ONGOING       |                              | Classes are being painted during the school holidays – project will be finished in 2027  |
| Transcripts available in different languages / formats for pupils with EAL and visual impairments  | As required   | RG                           | Ordered paper copy of NGRT to support pupils with visual impairment.<br>Use of iPads to photograph and enlarge pages   |
| All classes to have Visual timetables and prompt messages on tables or in trays where necessary  | TERMLY        | RG                           | Visual timetable available in classroom / prompt cards for individuals.  |
| EAL Support  | Ongoing       | RG and Learning support team | Pupil can fully access curriculum<br>All pupils with EAL are identified on entry<br>All pupils are assessed by teachers and categorised according to ability.<br>All pupils who are identified as a C, B or A (see EAL policy) are given extra support in class or in small groups.<br>1:1 and group support given to pupils |
| Speech & Language Specialist   | ONGOING       | RG                           | Pupils received specialist intervention with clearly defined objectives & monitored outcomes which are included in pupils' ISPs.   |
| Clear signage around the school  | ONGOING       | MF                           | Clear appropriate signage throughout the site  |



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| Continue to provide in-advance communications from the school to pupils and parents ensuring access to events and relevant information | ONGOING   | SLT                                       | Positive parental response on VOP  |
| Move and sit cushions, fiddle toys and slanted boards for those children who find it hard to sit                                       | ONGOING   | RG  | To meet the needs of the children in the school and improve SEND provision   |
| To support children with OT needs<br>Writing ramps provided, pencil grips, specialist scissors   | Ongoing – in direct response to specific needs. | SEND/CO/All teaching staff/OT Specialists | To support children with OT needs access learning more easily<br>1:1 OT intervention arranged to support a pupil with specific learning difficulties |

### Actions to improve the mental health of children and school community

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| Global be well day   | Annual event every September | RG/PT/Staff | Attention is drawn to the importance of Mental Health within the school community. Children and parents understand the importance of sleep on their mental health.                             |
| Pastoral hub created as a safe space to support pupils who are dysregulated or need pastoral support during playtime | Autumn 2025                  | PT          | Room is created<br>PT now supporting pupils who need it to start accessing it.   |
| GL PASS mental health, well-being assessments and Pass Strategies  | Annually                     | LP/PT/RG    | Pupils complete the PASS assessment and support plans in place for pupils identified as vulnerable.<br>Teachers to offer additional support to vulnerable pupils and this is overseen by PT/RG |

