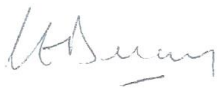




BPET Accessibility Policy

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.

2.0 8.0 Approval by the Bellevue Place Education Trust Board

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

3.0 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.

Accessibility Strategy Action Plan 2022-2025

Vision

Braywick Court School promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the SEN and Equalities act 2010 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring that the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Consultation, Implementation and Review

The accessibility action plan has been produced by Braywick Court School in consultation with parents, young people and children and specialist advisors.

The action plan sets out how we plan to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils and their families

The accessibility plan also agrees arrangements for review and reporting against the agreed objectives which will be specific and measurable

Enhancing staff knowledge and proficiency in delivering teaching for specific learning needs	Identify need in the school by carrying out pupil progress, monitoring by SLT as well as audits of provision. Once need has been identified, provide training from SENCO or external agencies to upskill teachers and support staff		The accessibility plan also agrees arrangements for review and reporting against the agreed objectives which will be specific and measurable			
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People who have contributed to this plan:

Michelle Robertson Headteacher

Jacqui Bird, Inclusion Manager

Updated September 2024

1. Accessibility Strategy Action Plan - Environment

Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education.

	Priority	Site	Recommendations	Responsible Person	Timescale	Approximate costings	Staff responsible for signing off action point	Outcome
1.1	Corridors	Both	Keep corridors free from obstructions	Caretaker BPS staff	Ongoing – checked daily	None	Office Manager	Complete, but ongoing
1.2	Wheelchair/ easy and step free access to all classrooms and the hall	BCS	Enable wheelchair users and those with a physical disability to access all parts of the school independently. There is a lift from the ground floor to the lower ground and first floors. Key safe added for lift key – users to be given the code	Caretaker	Ongoing	None	Office Manager	Complete
1.3	Disabled parking	BCS	Space to be provided with a sign	Caretaker	March 2020	£100	Office Manager	Complete
1.4	Access to the school from the car park for disabled people	BCS	Level the path between the Nature Reserve and the school site	Interserve (building contractors)	July 2020	£1,000	Office Manager	Complete
1.5	Increase size of walkway leading between the two	BCS	Move fence line and wall	Interserve (building contractors)	July 2020	£3,000	Office Manager	Complete

	playgrounds to allow a wheelchair to fit through							
1.6	Ensure hearing loop in hall is fully utilised by those who need it	BCS	Set up and sync with hearing aids	Caretaker	February 2020	No cost	Office Manager	Complete
1.7	Hygienic space available for tube feeding child	BCS	SEN room cleared and cleaned and relevant equipment in place	Caretaker	October 2020	Cost of sheds for storage £1,500	Office manager	Complete
1.8	Make garden space accessible for all children	BPS	Suitable entry and equipment for children at a variety of sizes and with varied needs	BPS staff	July 2021	£1000	BPS manager	Complete
1.9	Relevant equipment and resources in place to support visually impaired child	BCS	Work with Sensory Consortium to identify needs	SENDCO teachers	September 2021	£2,000	HT	Complete But ongoing review necessary

2. Accessibility Strategy Action Plan - Curriculum

Increasing access to the curriculum

This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment. These points are relevant for both sites (Braywick Court School and Bray Preschool)

Updated September 2024

	Priority	Recommendations	Responsible Person	Timescale	Approximate costings	Staff responsible for signing off action point	Outcome
2.1	Increase access to the curriculum including educational visits and extra-curricular activities for pupils with a disability	Undertake an audit of staff training requirements and use CPD evaluation forms to organise training to reflect around needs of learners. Enhance the tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.	SENDCO	December 2021	£500	LAB	Completed
2.2	Chn at SEN support and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way	Person centred annual reviews and regular review meetings throughout the school year Represented on the school council	SENDCO	April 2022	£200 (staff cost)	LAB	Completed
2.3	To prevent bullying related to SEN pupils in Braywick Court School	Record bullying incidents relating to SEND in schools. Monitoring these reports. All staff to be encouraged to complete the Anti-Bullying Alliance's free online training modules related to SEND, available at Free CPD online training (anti-bullyingalliance.org.uk)	Headteacher and SENCO		Incorporated in current software system NA	Clear system to log incidents and analysis any patterns	

		And KS2 staff to be encouraged to complete : National College Cyber bullying and pupils with SEND: Prevention and Early intervention			Incorporated in current subscription		
2.4	To facilitate greater use of appropriate technology or access materials to aid learning	Introduction of chrome books in KS2 to support dyslexia provision e.g. voice and typing as well as screen sharing The use of concrete materials and visuals to support learning					
2.5							

3. Accessibility Strategy Action Plan - Information

Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority. These points are relevant for both sites (Braywick Court School and Bray Preschool)

	Priority	Recommendations	Responsible Person	Timescale	Approximate costings	Staff responsible for signing off action point	Outcome
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3.1	3.2 Families to have easy access to clear information regarding the curriculum, updates and the support available for the children with SEND.	3.2 Ensure that any communication intended for a wide audience is written in plain English following guidance: http://www.plainenglish.co.uk/free-guides.html Information available in large font for parents who are visually impaired. All information and policies available in hard copy upon request. Investigate and recommend an App that reads aloud written communication for parents who are visually impaired. Include this App information in the SEND information Report. Local Offer published on school website	Inclusion Manager	Ongoing	£350	LAB	Completed
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Plan to be reviewed annually

Date reviewed:18.09.24

Reviewed by: Michelle Robertson Headteacher & Jacqui Bird (SENCO)

Approved by: Dee Xie, LAB member