



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 – The Heights Primary School Accessibility Plan

Reviewed by:: Hayley Harrison on 18th September 2024

Next review date: September 2027

AIM	TARGET	STRATEGIES (short, medium & long term)	OUTCOMES	TIME FRAMES	GOALS
Increasing the extent to which disabled pupils can participate in the school curriculum	<p>The curriculum is adapted where possible to meet the needs of pupils with disabilities. This includes but is not limited to:</p> <ul style="list-style-type: none"> • Use of adapted resources • Adaptation of physical activities e.g. PE to allow full participation • Change of pace • Adaptations of the environment e.g. seating, accessibility 	<p>Ensure staff have appropriate training to amenable them to understand the needs of the disabled pupil/s</p> <p>Where required, work in partnership with external agencies to seek advice and/or resources</p>	All pupils, including those with disabilities can access the school curriculum.	As required	Improved delivery of information to disabled pupils
Improving the physical environment of the school to increase access to education by disabled pupils	<p>The school environment is adapted to the needs of students/staff as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts 	<ul style="list-style-type: none"> • Ensuring the maintenance and review of specialist equipment happens annually • Bays to be signed off and compliance monitored 	<ul style="list-style-type: none"> • Improved access to disabled pupils and parents • Specialist equipment is maintained and is in good working order. 		Improved access to the school site

	<ul style="list-style-type: none"> • Corridor / Door width • Automatic doors • Accessible parking • 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 • Classrooms on the ground or first floor accessible by lift for all subject areas • Bespoke programmes for PE where needed. 	<ul style="list-style-type: none"> • Ensuring that health care plans are in place for identified students and accessible to staff. • To review signage to make sure signs are accessible to all students and staff. • Maintain access to all relevant areas to meet the needs of those with a disability. • Where any new requirements emerge ensure that they are effectively met and maintained. Involving relevant external agencies as needed 	<ul style="list-style-type: none"> • Students with physical disabilities, are supported appropriately. • Students with health needs are able to access the school environment safely and have access to the appropriate support. • Staff, students and visitors have access to signage across the school site. Alternative systems identified. • The environment remains adapted to the needs of students/staff in all areas. 		
Improving the delivery of information to disabled pupils	<p>School uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources including books 	<ul style="list-style-type: none"> • Check that all provision support plans clearly state the minimum font size needed where appropriate. • Audit the book resources that are used in the 	<ul style="list-style-type: none"> • Improved access to resources and information for students, staff, parents and carers with visual difficulties. • Pupils and families have direct access through the 		

	<ul style="list-style-type: none"> • Coloured printing, coloured exercise books and overlay resources • Audio books • Pictorial or symbolic representations • TA support • Resources and strategies recommended by external agencies on a pupil led needs basis. 	<p>curriculum and ensure we have large print options.</p> <ul style="list-style-type: none"> • Website check to ensure the website provides good access to relevant information for students and families. 	<p>website to relevant information and contacts.</p>		
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