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

BPET is a growing family of autonomous schools that strive for excellence for the communities they serve. Our staff are empowered to balance academic rigour and curricular breadth to inspire confidence, creativity and respect. Our pupils are at the heart of everything we do as to LEARN, ENJOY and SUCCEED.

LEARN
We offer a breadth and ambition of provision that supports an exceptional academic education, nurturing every child's learning journey – regardless of ability, background or special educational needs – and helping them develop a lifelong passion for learning.

ENJOY
We believe learning should be enjoyable, and that through this enjoyment children develop life-long learning habits. We achieve this by creating opportunities for all children to reach their full potential at school, and to enjoy school life – helping to ensure pupils grow into happy, independent and confident learners.

SUCCEED
We strive for excellence, aiming to ignite ambition, aspiration, pride and a desire to contribute to society. We prepare our pupils to approach life with confidence, purpose and integrity.

Working together: the BPET way
We achieve far more by learning, supporting and collaborating within and across our network of schools and communities. We do so with an unwavering and shared commitment to equality, diversity, inclusion, and respect.

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 – Rutherford House School Accessibility Plan

Reviewed by: Rob Farrell on 1st September 2026

Next review date: This specific school accessibility plan is reviewed on an ongoing basis dependent on the needs of pupils within our school.

AIM	TARGET	STRATEGIES	Timeframes	Sign Off
Increasing the extent to which disabled pupils can participate in the school curriculum	All pupils engage with the full curriculum, and appropriate scaffolding, access materials and individualised support where necessary to ensure sustained and meaningful engagement.	• Quality first teaching, with inclusive practice for all children to enable them to access the full curriculum. • Scaffolded pictures and diagrams to support what had been said – for visual learners; number lines; mind-maps, Widgets, Communication in Print. • Allowing students to use technology to help students with handwriting difficulties/ organisation difficulties	Ongoing Ongoing Ongoing	
Improving the physical environment of the school to increase access to education by disabled pupils	The school environment is adapted to the needs of students/staff as required. This includes: • Ramps • Lifts • Corridor / Door width • Automatic doors • Accessible parking	• Ensuring the maintenance and review of specialist equipment happens annually • Bays to be signed off and compliance monitored • 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.	Ongoing Last checked Ongoing Ongoing	September 2026 RF

	• 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.	• Where any new requirements emerge ensure that they are effectively met and maintained. Involving relevant external agencies as needed	Ongoing	
Improving the delivery of information to disabled pupils	School to publish a SEND information report that is clear and answers key questions that parents might have. Reviewed annually. Published on school website and available in other accessible formats on request. Edukey is utilised to ensure clear and consistent provision for SEND, and recording processes: including for family SEND consultations.	• Regular teaching and learning monitoring to ensure that pupils have the scaffolded materials they need to access curricular information • Website check to ensure the website provides good access to relevant information for students and families. ● School uses a range of communication methods to ensure information is accessible. This includes: large print resources including books, coloured printing, coloured exercise books and overlay resources, pictorial or symbolic representations, Individual support from staff, resources and	Ongoing Checked Ongoing	September 2025 RF

		strategies recommended by external agencies on a student-led needs basis.		