



BLENHEIM
SCHOOLS

Accessibility Plan

Akeley Wood Senior School & Sixth Form

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, which is the body responsible 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 team members 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.

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
 - Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - 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.
- 6.2 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.

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Accessibility Plan

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Providing universal support / high quality teaching within the four broad areas of need (AWSS / AW6)	Ongoing	All teachers, LSA's, and SENDCo	All pupils are able to access the curriculum and make expected progress. SENDCo and HoFs to strengthen communication throughout the academic year.
Providing individual learning plans and SMART targets for targeted / specialist support (AWSS / AW6)	Reviewed once a term.	SENDCo, LSAs	Information on pupil needs, reasonable adjustments and targets shared with class teachers.
Resourcing available to support access to curriculum and learning, such as laptops, immersive reader tools, assistive technology, coloured overlays, pencil grips, desk slope, adapted fonts and size of text, visual timetables, traffic light cards /	Ongoing	SEND Department	All pupils are able to access the curriculum with the support of resources provided according to their needs.



cues, sensory strategies, time out provision (AWSS and AW6)			
Practical training for teachers in adaptive teaching within the four broad areas of need (AWSS and AW6)	Ongoing. Staff CPD sessions led across the academic year by Teaching and Learning Lead / SENDCo on EEF 5 a day high quality teaching strategies. Teachers to access resources via Teams. Digital upskilling led by Cognita Digital Lead.	All teachers, LSA's, SENDCo	Delivery of information for pupils with additional needs improved and cohort of pupils able to access the curriculum at an appropriate level with Adaptive Teaching and Stretch & Challenge
Seating in class to reflect individual needs, classrooms are organised to promote participation and	Ongoing	SENDCo and Class Teachers	All needs of individual pupils are considered. Classrooms promote the participation and independence of all pupils.



seating plans reflect individual needs (AWSS and AW6)			
Exam Access Arrangements and assessment adjustments (AWSS and AW6)	Start of academic year SENDCo and Examinations Officer to review updated JCQ regulations. Pupils formally tested at the end of Year 9.	SENDCo, Examinations Officer, Class Teachers	All pupils have reasonable adjustments for pupils with special educational needs, disabilities or temporary injuries to complete GCSE and A Level examinations
Evaluation and monitoring of teacher practice and provision for children with additional needs. (AWSS and AW6)	Ongoing	SENDCo / Inclusion Lead	SENDCo can identify areas of development and next steps/actions. SENDCo working in partnership with staff to meet the needs of all pupils.
Transportation of pupils for curriculum, sporting fixtures and school trips (AWSS and AW6)	Ongoing	Trip Lead Head of PE	Risk Assessments. EVOLVE paperwork approved Seating Plans on School Bus.



Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities

Targets/Strategies	Timing	Responsibility	Success criteria
To audit the school site and ensure entrances, exits and emergency exits are fully accessible. (AWSS / AW6)	Academic year 2025–2026	Site Manager / Facilities team	Improved and safe access/exit for pupils, staff and parents.
To audit the school site to check that toilets, lunch hall and outdoor break areas are fully accessible (AWSS / AW6)	Academic year 2025–2026	Site Manager / Facilities team	Improved access for all pupils.
Disabled parking space available at school (AWSS / AW6)	Academic Year 2025–2026	Site Manager / Facilities team	Parking available to meet the needs of all visitors.
Portable ramps installed when required (AWSS / AW6)	As required	Site Manager / Facilities team	Buildings accessible to all.
Maintain clear corridors and fire escape routes (AWSS / AW6)	Academic Year 2025–2026	Site Manager / Facilities team	Provide clear visibility for unaided negotiation of corridors for staff, pupils, visitors and parents with visual impairments.
Hearing loop when required (AWSS / AW6)	As required	Site Manager / Facilities Team	Accessibility for those with hearing impairments.



Tracks to Outdoor Learning (AWSS)	Academic Year 2025–2026	Site Manager / Facilities Team	Area accessible to all.
Adapted location of lessons to downstairs if required due to disabilities, injury or other needs. (AWSS / AW6)	As required	Site Manager / Facilities Team / Class Teachers	Accessibility for all with disabilities and temporary injury.
Risk assessments and evacuation plans. (AWSS / AW6)	As required	SLT / Site Manager	Risks and needs identified with appropriate actions.



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

Targets/Strategies	Timing	Responsibility	Success criteria
Hearing loop as above (AWSS / AW6)	As required	Site Manager / Facilities Team	Those with hearing impairments can access the curriculum.
Clear, high contrast signage and symbols used consistently in all buildings. (AWSS / AW6)	Academic Year 2025-2026	Site Manager/ Facilities Team	Clearer signage around school to support all pupils and visitors.
Sharing of information in accessible formats if required, including written material. Use of assistive technology, translation, visuals, coloured paper. (AWSS / AW6)	As required	SLT	Information accessible for all.
Review documentation on website to check accessibility for parents with English as an Additional Language (AWSS / AW6)	Academic Year 2025-2026	Head of Admissions / SENDCo	Accessibility for parents with English as an Additional Language
Review of seating arrangements for GCSE and A Level exam access arrangements (AWSS)	Academic Year 2025-2026	Examinations Officer / SENDCo	JCQ regulations followed appropriate to pupils' needs





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