BLENHEIM SCHOOLS

Accessibility Plan



HYDESVILLE TOWER SCHOOL

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

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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.

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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
- 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

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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.

Actions to increase access to the curriculum and learning

Targets/Strategies	Timing	Responsibility	Success criteria
Resourcing to support access to curriculum and learning	Academic Year 2026-27: Laptops available, coloured overlays, screen tint software (ColorVeil), pencil grips, desk slope, ear defenders, VI resources, large print resources, to support pupils with ADHD. Visual aids/timetables for ASC, EAL (for learners) and younger years. Subtitles and multilingual dictionaries provided for EAL pupils.	All teachers and SENDCo	all children to have access to laptops, coloured overlays, pencil grips and dyslexia friendly fonts, Microsoft Accessibility Tools. RNIB access for VI pupils (if required) to ensure access required for printed resources in lessons. Microsoft Accessibility Tools. Higher level of focus and attention as a result of using screens. To ensure children with additional needs are confident that they are aware of the structure of the day

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Seating plans and adapting lighting and equipment	Academic Year 2026-27: Seating arrangements are altered regularly to accommodate children with particular needs.	Class teachers and SENDCo	To ensure all needs of individual children are considered.
Training for teachers in differentiating the curriculum and Adaptive Teaching.	Ongoing training: Academic year 2026-27: SENDCO leads sessions at the start of term (INSET) and throughout the year in directed time.	All Teachers, LSAs/TAs, 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.
Classrooms are organised to promote the participation and independence of all pupils.	Academic Year 2026-27: SENDCO to carry out an audit of classroom layouts, organisation and resources to ensure we meet the needs of all pupils.	SENDCo – Senior & Prep school	All pupils able to access the curriculum at an appropriate level with stretch and challenge.

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Exam Access Arrangements	Academic Year 2026-27: Extra time to complete an exam paper, Green pen/font to check ET being used, separate room, modified papers (coloured or enlarged papers), computer reader, reading pen, prompt, supervised rest breaks, use of a word processor, human reader, scribe, coloured overlay, headphones, tactile resources.	SENDCo and Examination Officer	To ensure all pupils have reasonable adjustments for their special educational needs and disabilities or temporary injuries to complete GCSE examinations and CPHS assessments.
Readers/ assistants for examinations	Academic Year 2026-27 - continue with exam support arrangements where prompter for GL online assessment for some children working in classroom.	Deputy Head SENDCo Teachers	SEND pupils to complete GLs with assistance (reader and prompter)

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Transportation of pupils for curriculum, sporting fixtures and school trips	Ongoing	EVC Lead Head of PE Trip Lead	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.	Academic Year 2026-27	Operations Manager/Facilities Manager	Improved/safe access/exit for pupils, staff and parents.
Signage around the school to be improved to support	Academic Year 2026-27	Operations Manager/Facilities Manager	Clearer signage around school to support all pupils and visitors.

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