DANES EDUCATIONAL TRUST

Making the difference together

ACCESSIBILITY POLICY
THE BEACONSFIELD SCHOOL

2026-2027

www.daneseducationaltrust.org.uk
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Responsibilities

To determine and approve policy and ensure compliance	Danes Educational Trust Board
To implement, deliver and comply	Headteacher and School Board
APPROVAL DATE	Aug 2026
COMMITTEE	Education Committee
DURATION	1 Year
REVIEW DATE	Summer 2027
SLT LEAD	Inclusion Director
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.	

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STATEMENT OF INTENT

Danes Educational Trust is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures that a Trust school has taken to ensure the school is accessible are outlined within the school Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Trust Equality Information, and the ways in which the school ensures its practices and environments are accessible and inclusive for staff are outlined in the Staff Equal Opportunities and Dignity and Work Policy.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- 'The Equality Act 2010 and schools', DfE
- 'Special education needs and disability code of practice: 0 to 25 years', DfE

This policy will be used in conjunction with the following Trust and school policies and procedures:

- Accessibility Plan
- Special Educational Needs and Disabilities (SEND) Policy Equality policy and objectives
- Admissions Policy
- Behaviour and Policy
- Supporting pupils with Medical Conditions Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Staff Equal Opportunities and Dignity at Work Policy

2. DEFINITION

In line with the Equality Act 2010, "indirect discrimination" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim

The "protected characteristics" are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

3. ROLES AND RESPONSIBILITIES

The Trust Board will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy
- Approving this policy
- Monitoring this policy

The School Board will be responsible for:

- Approving the Accessibility Plan before it is implemented
- Monitoring the Accessibility Plan on an annual basis

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the School Board and in line with the school's legal obligations and the principles outlined in this policy
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise
- Working closely with the School Board, Trust Central Services, Local Authority and external agencies, as necessary, to effectively create and implement the school's Accessibility Plan

The Special Educational Needs Coordinator will be responsible for:

- Working closely with the Headteacher to ensure that pupils with SEND receive appropriate support and that all reasonable endeavours are made to meet their needs.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice
- Ensuring that their actions do not discriminate against any pupils as a result of their disability

All staff members, governors and Trustees will partake in whole school training on equality issues with reference to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example how to operate Epipens, in line with the Supporting Students with Medical Conditions Policy and Allergy Policy.

4. ACCESSIBILITY PLAN

The Accessibility Plans for trust schools will be structured to complement the Trust's Equality policy and objectives and Special Educational Needs and Disabilities Policies. Accessibility Plans for each school will be presented as a freestanding document. All Trust schools should use the template attached to this policy as Appendix 1.

Each school's Accessibility Plan demonstrates how arrangements and access will be improved for pupils, staff, parents/carers and visitors to the school with disabilities within a given timeframe. The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer and to enable adults with disabilities to successfully take up and retain positions as members of staff
- To improve the availability and delivery of written information to disabled pupils, staff, parents/carers and visitors.

The Trust and its schools will seek to ensure that digital information, online resources and learning platforms are accessible to disabled pupils, parents, staff and visitors wherever reasonably practicable.

When identifying objectives, actions and outcomes to form the Accessibility Plan Headteachers must consult with an appropriate representation of pupils and staff with disabilities and SEN to ensure that the plans are improving access and reflective of the specific need within the school and the key aims detailed above.

The plan is in place for three years, if it is not feasible to undertake all the plans/works during the lifespan of the plan some items will roll forward into subsequent plans. The plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. Plans will be used to advise other school planning documents and will be reported upon annually to the SB in respect of progress and outcomes.

Both the Trust's Accessibility Policy and the associated school Accessibility Plan will be published on the school website. The school will collaborate with the Trust and the Local Authority, where necessary, in order to effectively develop and implement the plan. An access audit will be undertaken by the SENCO every year**.** The school will provide adequate resources for implementing plans, ensuring pupils and staff are sufficiently supported.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

5. EQUAL OPPORTUNITIES

The Trust strives to ensure that all existing and potential staff and pupils are given the same opportunities and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

Schools within the Trust will ensure that all extracurricular activities are accessible to all pupils. Schools within the Trust will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

Schools within the Trust will ensure that candidates for employment with disabilities will have any additional needs met wherever possible and practicable if called for interview. All staff appointments will be made on the basis of qualifications, experience and skills of the applicant, regardless of disability and wherever possible, schools within the Trust will make reasonable adjustments as are required to enable successful candidates with a

disability to take up a position or to support employees who suffer a disability whilst at work, so that they may continue their employment. If schools, consider a particular adjustment would not be reasonable an explanation will be provided and alternative solutions will be explored where possible.

6. ADMISSIONS

Each school within the Trust will act in accordance with that school's Admissions Policy. The school will apply the same entry criteria to all pupils and potential pupils. In the event of entry tests, schools will support those pupils with SEND by making any reasonable adjustments necessary (e.g. publishing exam papers in a larger font).

Schools within the Trust will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.
Prospective parents/carers of pupils with a Educational Health and Care Plan (EHCP), and pupils with SEND, are invited to a transition meeting prior to the pupils starting the school in order to discuss the pupil's specific needs.

7. CURRICULUM

Schools within the Trust are committed to providing a healthy school environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

Schools within the Trust aim to provide a differentiated curriculum to enable all pupils to feel secure and make progress. Curriculum Leaders and the SENCO will work together to ensure that the pupil's Education Health Care Plan (EHCP) is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject advice will be sought from outside agencies where necessary.

Curricular activities involving physical activity e.g. physical education lessons will be adapted, wherever necessary and possible, to allow pupils with disabilities to participate in a valuable way in lessons.

Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability.

There are established procedures for the identification and support of pupils with SEND. Detailed information on pupils with SEND are given to relevant staff in order to aid teaching. Trust schools ensure that specialist resources, including physical resources e.g. large print books and human resources e.g. Learning Support Assistants/Teaching Assistants, are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

8. PHYSICAL ENVIRONMENT

Schools within the Trust are committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises and will make every effort to ensure that the environment for work and study does not limit staff or pupils with disabilities from playing a full and meaningful part in every aspect of the school.

Trust schools will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which Trust schools will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

9. MONITORING AND REVIEW

This policy will be reviewed every three years or when new legislation/guidance concerning equality and disability is published. The policy will be reviewed by a sub-committee to the DET board.

APPENDIX 1

ACCESSIBILITY PLAN

Curriculum

Objective	Action	Deadline	Outcome	Responsibility
Ensure Teaching Staff and support staff adhere – wherever possible – to the principles of adaptive teaching	Continue effective staff CPD on adaptive teaching and complete QA via learning walks	Ongoing	Positive impact on academic achievement as well as personal achievement	Headteacher SLT SENCO

Physical Environment

Objective	Action	Deadline	Outcome	Responsibility
To ensure the physical environment of the school, including layout of classrooms, allows disabled pupils to participate in all opportunities offered by the school.	Regularly monitor (minimum half termly) school site to ensure those with limited mobility can access all areas Conduct training with all staff to ensure classroom layouts are accessible Amend lesson leaving times by two minutes within B floor (Maths) to facilitate better flow of movement down the narrowest	Half termly Ongoing Ongoing	The physical environment of the school is being effectively monitored to facilitate disabled students being able to fully participate in school life	Headteacher Deputy Headteachers

	part of the school Train all staff and students on the one-way system in operation Conduct regular student voice to establish if any areas of the school are too loud/perceived as inaccessible.	Half termly reminders Termly		

Written Environment

Objective	Action	Deadline	Outcome	Responsibility
To ensure all stakeholders have access to school documents (policies/letters/ calendar etc)	Provide information in digital format, compatible with screen readers/translation software Provide alternative formats on request Provide training to staff in methods of communication and signposting for external services (e.g. translation services)	Ongoing – annual review	Stakeholders are able to access all school documents and staff feel confident to adapt practices/ sign post parents/carers to external support services to ensure they can participate fully in the life of the school community.	Headteacher
Ensure in class materials are accessible to all students	Ensure effective identification of students Ensure transition & admissions arrangements capture information about bespoke needs of students joining the school	Ongoing – reviewed in line with review of SEN register.	Accurate, accessible and fully understood SEN register, regularly reviewed and updated half termly. Students receiving effective adaptations within lessons.	Headteacher SLT SENCO

Equality Impact Assessment Form

People responsible for overseeing the EIA
COO
Name of the policy, procedure or project
Disability and Accessibility Policy
What is the main purposes or aims of the policy, procedure or project?
Set out the Trust policy to Disability and Accessibility and the school responsibilities in relation to Disability Accessibility Plan with the key aims of: ● To increase the extent to which pupils with disabilities can participate in the curriculum ● To improve and maintain the school's physical environment to enable pupils with disabilities to make full use of the facilities and education on offer and to enable adults with disabilities to successfully take up and retain positions as members of staff. ● To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.
Who will be the beneficiaries of the policy, procedure or project?
All pupils, staff, parents/carers and visitors with a disability or SEND.
Have you consulted on this policy, procedure or project?
The policy has been updated to add in a requirement for Headteachers to consult with an appropriate representation of pupils and staff with disabilities/SEN to ensure that the Disability Accessibility Plan is reflective of the specific need within the school population.

Complete the following table and give reasons/comments for where:

a) The policy, procedure or project could have a positive impact on any person or group because of one of the following aspects of their identity (including equality of access to opportunities)
b) The policy, procedure or project could have a negative impact on, or disadvantage, a person or group because of one of the following aspects of their identity.

(At this stage, it is important to consider the requirements placed upon a school as per the Equality Act 2010.)

Groups	**Positive impact**		**Negative impact**		**Comments**
	High	Low	High	Low	
Race					The policy applies equally irrespective of race

Religion or belief					The policy applies equally irrespective of religion or belief
Sexual orientation					The policy applies equally irrespective of sexual orientation
Sex					The policy applies equally irrespective of sex
Disability	x				The policy will positively impact pupils, staff, parents/carers and visitors who have a disability. The policy sets out the requirements of all Trust schools to implement plans to improve accessibility.
Age					The policy applies equally irrespective of Age
Gender reassignment					The policy applies equally irrespective of gender reassignment
Pregnancy and maternity					The policy applies equally irrespective of pregnancy and maternity
Marriage and civil partnership					The policy applies equally irrespective of marriage and civil partnership

Where there is negative impact, what actions could be taken to amend the policy, procedure or project to minimise the negative impact?
There are no negative impacts of the policy.
If there is no evidence that the policy, procedure or project promotes equality, equal opportunities or improves relationships between people with different protected characteristics, what amendments could be made to achieve this?

The policy will promote equal opportunities for those people defined as disabled.
How will the policy, procedure or project be implemented including any necessary training?
The policy is to be implemented within all Trust schools. Headteachers of schools are required to have an associated Disability Accessibility Plan that details the objectives, actions and outcomes of steps they will take to improve accessibility. The is a requirement for Headteachers to consult with disabled pupils and staff within their school when forming the plan.

DANES EDUCATIONAL TRUST

Making the difference together

Danes Educational Trust is a multi-academy trust, our vision is to develop hubs of excellence comprising primary and secondary schools, focused around their local community. We equip our learners with the skills they need to become curious, creative and courageous and ensure that our school environments are places where their talents are nurtured, so that they become happy and confident 21st century global citizens. We are a family of schools and we make the difference together as one trust.

Visit our website for more information

www.daneseducationaltrust.org.uk

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