



ACCESSIBILITY PLAN

GB Committee Responsible:

Finance & Site

Reviewed by:

Paola Boyadjian/Sarah Newman

Review Date:

September 2022

Next Review date of Accessibility Plan

September 2025

Ratified by Committee:

Action Plan Reviewed:

February 2026

Action Plan Ratified by Committee:

3rd February 2026

Next Review Date:

February 2027

Bentley Wood High School

Accessibility Plan –2022 to 2025

1. Context

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that:

“... schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation..”

The Department for Education (DfE) published advice for schools on the Equality Act 2010. This explains that all schools must have an accessibility plan to comply with the Act, just as they did under the DDA and must implement accessibility plans that aim to:

- Increase the extent to which students with disabilities can participate in the curriculum;
- Improve the physical environment of schools to enable students with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to students with disabilities.

Schools will also need to "have regard to the need to provide adequate resources for implementing plans". Attached is a set of action plans showing how the school will address the priorities identified in the plan.

2. School Ethos, Vision and Values

Bentley Wood High School is committed to ensuring equal treatment of all its employees, students and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

This document is to be read in conjunction with the following policies:

- Anti-Bullying Policy
- Behaviour and Exclusion Policy
- Child Protection Policy and Procedures (Safeguarding)
- Equality Information and Objectives
- Inclusion Policy
- IT policy
- Learning and Teaching Policy
- School Improvement Plan
- Supporting Pupils with Medical Conditions
- Young Carers Policy

3. What do we understand by ‘disability’?

You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities:-

- 'Substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed.
- 'Long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection.
- There are special rules about recurring or fluctuating conditions eg arthritis.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

We understand that the definition of disability under the Act is different from the eligibility for special educational needs provision. This means that disabled students may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

4. The School's Strategic Priorities

The whole school priorities identified in the School Improvement Plan will incorporate the needs of all members of the school.

All aspects of school life actively promote an environment of equality and inclusion for all members of its community. Any shortfall in the school's physical environment are clearly identified and prioritised in the Accessibility Action Plan.

5. The General Duty

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons;
- Eliminate discrimination that is unlawful under the Act;
- Eliminate harassment of disabled persons that is related to their disability;
- Promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all;
- Encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled students in a disabled setting so that they do not feel pushed into activities they do not wish to take part in;
- Take steps to consider disabled persons' disabilities, even when that involves treating disabled persons more favourably than other persons

5.1 How will we meet the General Duty and Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability into all aspects of school life and it demonstrates how we are seeking to meet the specific duty.

These actions are clearly identified in the 'Action Plan' and, following consultation with appropriate stakeholders; further strategies to enhance our provision may be included.

5.2 Involvement of disabled people in developing the Scheme

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate adjustments. This consultation process will be on-going.

The 'Action Plan' will be available to all stakeholders (published on the school website).

5.3 Developing a voice for disabled students, staff and parents/carers

Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

5.4 Removing barriers

Physical/curriculum/communication barriers to making the school more accessible are detailed in the 'Action Plan'.

5.5 Disability in the curriculum, including teaching and learning

Schemes of work/individual lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson for all students. Any necessary additional equipment/resources will be provided by the school or outside agencies.

This covers teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and educational visits and trips,

5.6 Eliminating harassment and bullying

Please refer to the school's anti-bullying policy.

5.7 Reasonable adjustments

The views of students and parents are regularly collected. All new parents and families to the school are made aware of the school's physical accessibility and individual family needs are recorded. The School Councils are also asked to feed back their views.

Where students with disabilities are placed at a substantial disadvantage, we will consider whether any reasonable adjustment can be made to overcome that disadvantage.

5.8 School facility lettings

Areas of the school used by the community are accessible by all. The disabled parking space is located as close as is practicable to the ramped entrance. The number of spaces are increased to meet individual needs, for example for staff and visitors with interim mobility needs. These spaces will be regularly reviewed to take into account any change in circumstances.

5.9 Contract and procurement

Any outside contractor being employed by the school will be required to support the school's disability awareness procedures.

6. Information, performance and evidence

a) Student Achievement

Appropriate data for all students is analysed on a termly basis.

b) Learning Opportunities

In the case of on-site facilities not being suitable for any student, alternative arrangements will be sought (specific reference to PE).

c) Admissions, Transitions, Exclusions

Entry to the school, at any level, will be based purely on the Admissions Policy. Likewise, all students facing potential exclusion will be treated fairly following the school's Exclusion Policy.

d) Social Relationships

All students new to the school, irrespective of year group, will follow the relevant induction process. If it is deemed appropriate, tutor/teaching groups will be briefed as to how they can/should respond positively to a newcomer with a disability. This will always be carried out sensitively following consultation and approval from the incoming student. Work in PSHE delivers information to help all students in their understanding of the needs of everyone in our school community.

e) Employing, Promoting and Training Disabled Staff

There will be no discrimination on the grounds of gender, race, marital status or disability in the recruitment and selection process. The aims of the recruitment and selection process will be to ensure that equality of opportunity is considered as an integral part of recruitment practise, thus encouraging diversity by reducing unnecessary barriers. Adjustments to enable disabled candidates to meet the requirements of the post will be considered.

f) Access to Information –all information will be available in required formats to blind and hearing impaired stakeholders, with different forms of communication made available to enable all students and parents to express their views and hear the views of others. Access to information is planned, with a range of different formats available when required. Consideration will be given to visibility of information (including signage) on display around school.

7. Reviewing/Monitoring

The 'Action Plan' is valid for three years, however it will be reviewed annually through the Finance and Site Committee of the Governors. The following will be considered:

- Current and potential future needs;
- Particular individual needs that may not have been pertinent previously;
- How effective the plan has been;
- The aims of 'accessibility';
- Changes in staffing and pupil population;
- Duties under the Equality Act.

**Bentley Wood Accessibility Plan
Action Plan 2022-2025**

Bentley Wood offers a differentiated curriculum for all students. We use resources tailored to the needs to students who require support to access the curriculum which is reviewed to ensure it meets their needs. This ensures that all students follow a full and balanced curriculum.

| Location | Priority | Strategy/Action | Lead | Date to be completed |
|------------------------------|---|---|----------|---|
| 1.Main entrance | Difficulties at times accessing mobility transport easily due to cars parked in the way | Staff training re parking onsite to ensure no double parking | PB | This no longer appears to be an issue but we will keep it under review as staff changes may lead to reoccurrence. |
| 2. Food Technology Room | Independent access to ovens not possible due to doors being heavy and opening outwards | Specialist teacher always supporting. Continue to monitor with feedback from the teaching team. | PB/SN/DD | Ongoing No students are currently affected by this. |
| 3. Access to the environment | Ensure there is adequate adapted access to the environment and that it is maintained. | The school added adapted access to the site at various points of building improvements in recent years. The Site Team monitor these to ensure they are maintained, e.g. yellow lines on | PB | Ongoing |

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| | | the edge of external steps to aid the visually impaired, regular maintenance of the lifts and clearing of leaves which may have gathered around external ramps. The school is in the process of installing more permanent visible strips for the edge of steps as the paint can wear away quite quickly. This has been completed in some areas. | | |
| 4. Access via external door to 6 th Form and those in the Drama Corridor | Independent access not possible due to heavy doors not having open/close facility | Quotes for adding automatic door opening systems to these doors were obtained. The overall cost was not within budget and will need to be reviewed in the next financial year. There are currently no students or staff which are wheelchair users, other than one which is supported by an adult at all times. | PB | Ongoing |
| 5. Bridges Road Entrance | Students sometimes find it hard to come on site as cars have parked in front of the path leading to the gate outside the school when dropping off their daughters. | Communication to be sent to parents reminding them again that this entrance is for those arriving on foot or by public transport. SLG on duty to be made aware that this has been raised as a concern and to monitor Planning permission has been granted to create a 2 nd Clamp Hill Drop Off area which will ease the traffic at the Bridges Rd entrance. A CIF bid was | PB/SLG | Ongoing |

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| | | submitted in Dec 2025 applying for funds. An outcome is expected in May 2026. | | |
| 6.External entry door to the W block | Students have reported difficulties in accessing this building due to the heaviness of this door. They sometimes have to take a long way around via the main building if there is no one there to help them with this door. | Look into automating this door -> press to open button. There are no staff or students currently affected by this. | PB | Ongoing |
| 7.Accessible entry to rear of building | There is no accessible entry to the rear of the site by the quad, which results in those with mobility difficulties having to go right around the building, via the car park to enter via the main entrance. | Look into installing a ramp at the rear of the building, either into the main block or the Arts block. Contractors were consulted but a suitable alternative which would meet building regulations was not found. | PB | Researching alternative solutions |
| 8.Review of heating in the mobile classrooms | Students reported that heating in some of these classrooms does not always work very well, particularly V9 and V15 | Monitor this and review heating in all the mobile classrooms to see if further heating panels could be installed. | PB | Nov 2026 |
| 9. Lockers located in form rooms in the Village | Students reported that they find it difficult to access these lockers between lessons – there may be | Replace nests of 2 lockers with nests of 3 to create more availability within the main school | PB | Sept 2026 |

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| | other lessons taking place or the classroom is locked. This means that they sometimes don't have their coat at breaks or have to carry heavy bags as books needed for later lessons cannot be left in lockers. | corridors – timing will be budget dependent. | | |
| 10. Clamp Hill Footpath | When the weather worsens this path becomes very muddy and slippery due to the way the water runs off from the playing field | Redo the footpath once the Clamp Hill Drop off extension project begins. Lay gravel to improve this as a temporary measure. | PB | April 2027 Feb 2026 |