

School Disability: Equality scheme and accessibility plan 1st April 2026- 31st March 2029

This policy also applies to EYFS pupils and children in our Nursery Provision

Background

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Equality Act 2010 and Public Sector Equality Duty build on previous legislation such as the Disability Discrimination Act. Available guidance makes it clear that schools are still required to produce an accessibility plan. The responsibility for this Access Plan, its review and reporting on its progress lies with the Governing Body and the Principal. The day-to-day management of the Plan rests with the SENDCo in consultation with the School Business Manager. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Bedford Greenacre Independent School.

The Accessibility Plan for Bedford Greenacre Independent School and BGIS Nursery will be reviewed annually by the Finance and Health and Safety Sub-Committee of the Governing Body. The Governing body full review is every two years.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments. A significant number of pupils are therefore included in the definition. This includes learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The measure of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;

- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Statement

The school recognises and accepts the need to make all reasonable provisions for the admission of any prospective pupils who are disabled, any staff who are appointed, parents or any visitors to school. The school has or has had pupils who have ASD, Dyslexia, Developmental Coordination Disorder (DCD), Attention Deficit Disorder, Oppositional Defiance Disorder, Tourette Syndrome, haemophilia and food allergies as well as those who have impairments in hearing, speech, sight and physical movement.

Provision for these pupils has been made in terms of medication, resources, specialist support, teaching support, the physical environment, policy development, risk assessment, the allowance of extra time in examinations, and, where required, by the use of such aids as laptop computers and specific software and resources. We have had children, parents and staff using crutches and staff with temporary disabilities.

The school cooperates with parents in the administration of medication to those children with permanent medical conditions, such as asthma, whose education would be severely disrupted if it was not available at school. Training has been given to staff in the use of the epi-pen, raising awareness of haemophilia, diabetes and epilepsy. In addition, the school is willing to discuss the administration of medication to pupils who may require it from time to time e.g. after illness.

Bedford Greenacre Independent School and Nursery are committed to making any reasonable adjustments in order to provide an environment which enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their physical, educational, 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 where possible.

Strategy

As part of our disability equality scheme, we have adopted the following approach:

- The school and nursery will do everything possible within its budgeted resources to allow the free movement of disabled pupils around the premises and provide facilities. In addition, we complete risk assessments which will identify interim issues.
- To review our curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them. Lessons will provide opportunities for all pupils to achieve as differentiation is included. Also, all staff recognise and allow for the mental effort expended by some pupils with difficulties and the slower writing speed for those with dyslexia.
- The Learning Support Register, Pupil Support Documents and memos are used to communicate students' learning support and physical needs to staff.
- School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or



impairment. Risk assessments are carried out for all activities and where possible students are included.

- To recognise that making the school's premises, curriculum and admission procedures more accessible to disabled pupils is not enough in itself. The school must also ensure that the minds of its entire staff are accessible to the individual needs of the disabled pupil. Therefore, the school recognises the importance of developing a culture in which both teaching and non-teaching staff conform to the spirit as well as the letter of the Act. Staff are supported by the Learning Support Department and external advisors. They are given the opportunity to contribute to individual pupil targets to provide reasonable adjustments. The school will consider the provision of disability awareness training within staff development programmes.
- In order to consider all the implications of an open access policy with regard to disabled policies, the Education committee will review the disability, inclusion, health and safety, SEN, and any other relevant policies as appropriate.
- The important content of school documentation complies with dyslexia friendly fonts and formats. We have notified parents that accessibility of text-based resources can be provided, in different ways i.e. coloured paper etc. if we are notified.
- This scheme will be published on our website and all parents and community will be notified of its existence and have the opportunity to access a copy online or a paper version through school.

This Accessibility Plan should be read in conjunction with the following Bedford Greenacre Independent School policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Fire safety policy
- Equal Opportunities Policy
- Health & Safety Policy
- Race Equality Policy
- School Brochure(s)
- Special Educational Needs (Learning Support) Policy

Our Audit

Disability is primarily associated with:

- Cognition and Learning (SpLD, MLD, SLD, PMLD)
- Social, Emotional and Mental Health (ADHD/ADD, Other)
- Sensory and/or Physical Needs (PD, MSI, VI, HI)
- Communication and Interaction (SCLN, ASD)



The Learning Support Registers at Bedford Greenacre Independent School are used to identify and raise awareness of specific needs. Currently, the following information is:

	Cognition and Learning				Social, Emotional and Mental Health		Sensory and/or Physical Needs				Communication and Interaction	
	SpLD	MLD	SLD	PMLD	ADHD/ADD	Other	PD	MSI	VI	HI	SCLN	ASD
Seniors (inc. Sixth Form)	60	1	0	0	31	2	1	0	2	5	0	8
Junior School	14	1	0	0	10	0	0	0	1	0	3	38

These numbers are based on the primary need of the pupils.

BGIS Accessibility Plan 1st April 2026- 31st March 2029

<u>Target</u>	<u>Action</u>	<u>Lead Person</u>	<u>Time Scale</u>	<u>Success Criteria</u>	<u>Evaluation</u>
<u>Curriculum</u>	Collaborate with relevant personnel to agree action to support those in the school community with a disability in line with DDA duties	Governors, Principal and SENDCOs	Sept 2023 Sept 2024 Sept 2025 Sept 2026	Action taken to support all those with SEND, so progress is excellent	Sept 2025 evaluation: SENDCo's and SLT are in regular liaison with LA SEND Team and other relevant external agencies to review and update student support. Information is disseminated through Pupil Passports, Individual Student Profiles, CPD slots, and weekly briefings.
	Undertake an audit of school policies and procedures to ensure there is no disability discrimination	Governors and Principal	All policies on biennial review	Audit undertaken - no discrimination identified	Jan 2026 Evaluation: No
	Students EHCPs to be used as a working document amongst teachers, pupils and LSA's.	SENDCos, SLT, Teaching staff	Jan 2027	Students EHCP targets to be more central in ISP's and teaching staff to collaborate with SENDCo to form targets.	
	Appropriate Speech Language and Communication support to be readily available across all phases of the school for both staff and	SLT, SENDCOs, HODs	Jan 2028	Bedford Borough SL&C Toolkit to be used widely across all phases of the school.	

	students.				
	Further development of 2 curriculum pathways (Formal and Adapted)	SLT, SENDCos	Jan 2027	Pupils from Y7-13 to be identified on either pathway with the consent of their parents. Pathways to have distinguishable difference to support pupil outcomes	
	Provide a robust cycle of SEND CPD for pupils, teaching staff, LSAs, and Governors.	SENDCos, HODs, SLT	Jan 2028	Regular opportunities are given to the school community to engage in SEND training.	
<u>Information</u>	Drop-ins, bulletins, coffee mornings, child-centered reviews to be used to provide an open forum for discussion between SENDCos, teachers, parents and pupils.	SENDCos	Jan 2028	School has a regular opportunity for teachers, SENDCos, parents and pupils to collaborate, learn and discuss support in multiple forms of information sharing.	
<u>Physical Access</u>	Development of PEEPs (Personal Emergency Evacuation Plans) for high-need pupils to ensure smooth support in the event of	SENDCos, SLT, AS/GC	Jan 2027	All necessary students, as assessed by SENDCo's and H&S staff using professional reports	

	emergencies.			and pupil knowledge to have a formal PEEP in place and appropriate staff aware of pupil's plan.	
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General targets:

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.