



Benfield School

Accessibility Plan 2023-26

Control Sheet

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0.1	20 th March '23	A. Lindner	Plan drafted
Version	Revision Date	Changed By	Note of Revision
0.2	12 th April '23	C. Reay / P. Anderson	Formatted. Suggested revisions/additions to plan made throughout. Action Plan to be added at end of document.
0.3	27 th June '24	M.Scorgie	Updating Audit and Action plan as necessary
0.4	17 th July 2024	S. Currey	P4/5 changing 'disabled students' to 'students with disabilities' P5 typo 'ned' changed to 'need' p.11 changed from 'therefore if may be necessary' to 'it may be necessary'

			p11 'parents/cares' changed to 'carers' p11 'where something a disabled pupil is placed at a disadvantage compared to pupils then the school' changed to 'where something means that a disabled pupil is placed at a disadvantage compared to pupils then the school' P18 the titles of each year table include 2023 rather than changing for each year
1.0	19 th July 2024	S. Currey	Approved by LGC Co-Vice Chair
1.1	2 nd July 2025	A. Lindner	Updating Audit and Action plan as necessary
2.0	24 th October 2025	E. Phillips	Link governors added; Finalised after LGC meeting

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1. Introduction

Benfield School is part of NEAT Academy Trust. Benfield School is a fully inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, disability or educational needs. We recognise, and value, the need for a full range of educational and pastoral support.

At Benfield every young person is equal, valued and unique. We aim to provide an environment where all young people feel safe and can flourish. Benfield School is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability. Benfield is also committed to providing clear information to pupils and parents.

“Growing Leaders, Inspiring the Extraordinary. We are Benfield.”

2. Aims & Objectives

2.1 The aims for the Accessibility Plan are to:

- increase the extent to which all pupils can participate in the school’s curriculum.
- improve the physical environment of the school for the purpose of increasing the extent to which all pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- improve the delivery information which is readily accessible to all pupils.

2.2 The objectives are detailed in the Action Plan (section 10)

3. Legislation and guidance

3.1 This policy has due regard to statutory legislation 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
- Equality Act 2010 (Specific Duties) Regulations 2011

3.2 This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

The Equality Act 2010 requires schools to make 'reasonable adjustments' so that all pupils can access their facilities and services and to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with pupils who are not disabled. This can include, for example, the provision of an auxiliary aid or adjustments to premises. The term 'reasonable' is not explicitly defined in the Act, which leaves it up to the discretion of the school to determine what this means within the school's procedures and actions. Some (but not all) of the factors that may influence a decision are:

- Financial resources within the school
- Cost of the aid or service
- Effectiveness of the aid
- Effect on other pupils
- Provisions already made by the SEN Framework
- Health and safety requirements

4. Links to Other Policies / documents:

4.1 The Accessibility Plan should be read in consultation with the SEND Policy, Annual SEN Report and the Parents/Carers' SEND Information Report, which are published on the school website. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities.
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils.
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

4.2 The Accessibility Plan should be read in conjunction with the following other school/trust policies, strategies and documents:

- Admissions Arrangements
- Anti-Bullying Policy
- Behaviour Policy
- Equality, Diversity & Inclusion Policy (Trust Policy)
- Health & Safety Policy
- First Aid & Administering Medicines Policy
- Safeguarding & Child Protection Policy
- SEND Information Report
- SEND Policy
- Annual SEN Report
- Complaints Policy

5. Definition of Disability

The Equality Act (2010) states that a person has 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.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

The school recognises its duty:

- not to treat pupils with disabilities less favourably for a reason related to their disability
- to make reasonable adjustments for pupils with disabilities so they are not at a substantial disadvantage
- to publish an Accessibility Plan to increase access to education for pupils with disabilities

6. Accessibility Audit

In order to ensure Benfield is fully accessible to disabled pupils, an audit of the accessibility is conducted in consultation with stakeholders and teachers. This audit will be completed at the start of each 3-year cycle and informs the action plan.

6.1 Audit

Physical Environment						
Item	Point of Note	Green	Amber	Red	Action Point	Cost
1	Is furniture and equipment selected, adjusted and located appropriately?	G			All specialist furniture currently in use is located in the PD ARP or storage and is moved when necessary.	
2	Are pathways and routes logical and well signed?	G				
3	Do we have emergency and evacuation procedures for specific pupils with disability?	G			Personal Emergency Evacuation Plans updated and used. Review date: September 2024	
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	G				
5	Do furniture layouts allow for easy movement for pupils with disabilities?	G			Curriculum Leaders and PD ARP staff completed audit within their curriculum area	
6	Are quiet rooms / calming rooms available for pupils who need this facility?	G			Dedicated rooms identified and allocated, staff and pupils made aware of their location.	
7	Are car park spaces reserved for disabled people near the main entrance?	G				
8	Are there barriers to easy movement around the site and to the main entrance?		A		Large, heavy doors at reception cause restricted access for pupils in wheelchairs or with mobility aids.	
9	Are steps needed to the main entrance?	No				

10	Do external steps have contrasting colour edges?		A		Colour markers to be applied to step edging where not currently in place.	£250
11	If there are steps, is a ramp provided to access the main entrance?	Not applicable				
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	Not applicable				
13	Is it possible for a wheelchair user to get through the principal door unaided?	G				
14	If no is an alternative wheelchair accessible entrance provided?	Not applicable				
15	Is there a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	G				
16	Do all internal doors allow a wheelchair user to get through unaided?	G			In the event of a fire, doors will shut and therefore wheelchair users may require support to get through	
17	Do all corridors have a clear unobstructed width of 1.2m?	G				
18	Does each floor have a wheelchair accessible toilet?	G				
19	Does the relevant block have accessible changing / shower facilities?	G				
20	If the building is on more than one level, do the internal steps / stairs have contrasting colour edgings?	G				

21	Is there a continuous handrail on each internal stair flight and landing?	G				
22	Do the buildings have a lift that can be used by wheelchair users?	G				
23	Do we have any sort of mechanical means provided to move between floors?	n/a				
24	Is it possible for a wheelchair user to use all of the fire exits from areas which they have access?	G				
25	Are non-visual guides used to assist people to use the buildings?	Currently no identified need.				
26	Could any of the décor be confusing or disorientating for pupils with disabilities?	G				
27	Is a hearing induction loop available, either fixed or portable, in the school		A		Large area hearing loop would be required for classrooms with appropriate signage. This could be done through perimeter or phased array hearing loops which would require a survey by the installing company. We closely liaise with the Local Authority who can provide children with portable loops if they are required.	£1310 per classroom Loaned to school when needed.
28	Do emergency alarm systems cater for those with hearing impairment (eg flashing light)	G				
Curriculum						
1	Do staff have high aspirations and expectations of pupils with SEND?	G				
2	Do staff have regular and updated training re additional needs and how the needs can be met?	G				
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	G				

4	Do teachers know how to include pupils with disabilities in PE?	G			Staff undergoing further training and working with external agencies to support understanding. Focus on swimming and assistive hoist equipment.	£16000
5	Are pupils and their families fully involved in the review of individual plans regarding curriculum access?		A		Continued improved communication with parents to ensure involvement. Further work has been carried out around individual support plans and a number of pupils are accessing bespoke curriculum offers, where possible.	Nil
6	Do you use a graduated approach when meeting the needs of pupils with SEND?	G			New system implemented to allow all staff to access information regarding the graduated approach for pupils including the introduction of Provision Map software. SEND Support Plans are now linked from Provision Map directly onto Class Charts which is accessible by all staff.	£1600 per year
7	Is the attainment gap between pupils with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?		A		CPD programme to planned and implemented that focusses on inclusion and meeting the needs of all learners. Greater quality assurance of SEND Support Plans in line with Quality of Education priorities to reduce the attainment gap.	£200
9	Is the progress made by your pupils at 'SEN Support' and with an EHC plan as good as that made by pupils with SEND nationally?		A		CPD programme to planned and implemented that focusses on inclusion and meeting the needs of all learners. Greater quality assurance of SEND Support Plans in line with Quality of Education priorities to reduce the attainment gap.	£200

10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online etc?	G				
11	Are cover staff, including supply teachers, clear about the additional needs of pupils and how to meet these needs?	G			Class folders available in all classrooms with the children with SEN/ EHCP clearly indicated with support plans available.	
12	Are staff given time to plan for pupils who need a highly individualised curriculum?	G				
13	Do pupils with SEND have access to appropriate accessible technology?		A		Further equipment to be purchased to enhance offer to pupils Further reading pens to purchased to assist pupils.	£2000 £2300
14	Do all additional adults build positive relationships, support flexibly and facilitating independent learning?		A		Additional staffing to be investigated to allow consistency Relational approach continues to be developed across school.	
Information Provision						
1	Are your SEND Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	G			Posters to be displayed prompting parents to ask for a hard copy if needed.	
2	Do you signpost families to SENDIASS?	G				
3	Do you work with parents/carers and young people to ensure that your website is presented in a family friendly way?	G				
4	Do you hold review meetings etc at times when parents are able to attend?	G				
5	Have you developed communication channels and review processes that enable two-way information sharing with families?		A		Parental contact through Class Charts being developed. Provision Map to be implemented in September 2023 to allow effective two-way information sharing.	£1600 per year

					Continued drive to ensure all parents are accessing Class Charts.	
6	Is information available in a variety of languages?				School working with Local authority and working towards Schools of Sanctuary Award to continue developing ways to ensure information can be relayed in different languages including the use of assistive technology e.g. SayHi app Use of AI to be investigated in generating school documentation in a variety of languages.	
7	Is information available in a variety of formats e.g. easy read, large print, audio?		A		School developing ways to ensure information can be relayed in different formats including the use of assistive technology Use of AI to be investigated in generating school documentation in a variety of formats.	
8	Do you ensure that pupils know exactly who they can contact for information, advice and support?	G				
9	Do you signpost families without the internet to libraries, community hubs etc. to access information and the Local Offer?	G				
10	Do you use the Local Offer to keep-up-to-date with SEND developments?	G				

6.2 Current good practice

The school prides itself on delivering a curriculum for all pupils that is accessible regardless of actual or potential barriers to learning, with pupils supported by appropriate adaptations to their needs, be this through staffing, equipment of suitable variations. The school is pro-active in its approach to both identifying and meeting the needs of all students.

The school provides strong individual / pastoral support for all pupils, through form tutors, Assistant Heads of Year, Heads of Year and our Vulnerable Learners Lead. Access to these support systems is frequently and clearly signposted to all pupils and new starters.

Our Personal, Social, Health and Careers Curriculum is robust, diverse and appropriate, giving all pupils a breath of understanding about the world we live in and combatting images and information around discrimination.

6.3 Physical Environment

Benfield School is actively improving accessibility for children, young people and visitors as, and when, building schemes are considered and completed and all classrooms are now accessible by disabled or wheelchair users. Benfield School's external areas, which form specialist sports areas, roadways, footpaths and car parks are all accessible to those with disabilities and there are disabled car parking bays. School entrances have ramp access and there are accessible toilets. Benfield School has an Additionally Resourced Centre for children and young people with physical disabilities which is well-equipped for meeting the needs of disabled children.

The school is a three-storey building with wide corridors and several access points from outside. There is a lift which can accommodate large wheelchairs which is maintained on a regular basis through a service agreement. Training is reviewed annually.

On-site car parking for staff and visitors includes dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available to pupils, staff and visitors.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users and three Stairmate evacuation ramps. Evacuation Chairs and evacuation mats are positioned on all floors. The lift is also fire proofed. Pupils with physical disabilities have Personal Emergency Evacuation Plans (PEEPS) which are reviewed regularly.

6.4 Curriculum

Benfield School also has a Communication and Interaction Additionally Resourced Provision and a Physical Disability Additionally Resourced Centre in school. An ARP is an additionally funded specialist provision based in a mainstream school. It provides teaching and support staff with specialist knowledge, skills and expertise in a particular area of SEND.

We provide all children and young people with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse learning needs of children and young people
- Overcoming potential barriers to learning and assessment for individuals and groups of children and young people.

As set out in the SEND Policy, Benfield School has:

SEND and Pastoral Teams who are equipped to deal with a range of learning difficulties experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.

Benfield School has procedures for dealing with accessibility in advance of a child or young person's arrival or, in the case of the emergence of a disability during a child or young person's time at the school, as soon as is reasonably possible, by considering and making available:

- appropriately modified resources and materials
- appropriately modified teaching approaches
- the use of ICT aids where appropriate
- personalised provision and support.

6.5 Information Provision

The majority of information is directed home via email, via text message or through Class Charts, therefore it may be necessary that different forms of communication are made available to enable SEND pupils and their parents / carers access to this information where this is not appropriate. This will be discussed with all parties involved and ways forward agreed and regularly reviewed.

7. Admissions Arrangements:

NEAT Academy Trust (NEAT) is the admissions authority for all schools within the trust. We welcome pupils from a diverse range of backgrounds.

All children whose Education, Health and Care Plan (EHCP) names the school will be admitted.

Please refer to the information contained in the school's Admissions Policy which can be accessed on the school website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

8. Equal opportunities

8.1 General Equality Duty

The Public Sector Equality Duty (PSED) has three main elements.

1. Eliminate discrimination and other conduct that is prohibited by the Act,
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Foster good relations across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have "due regard" to equality considerations means that whenever 2 significant decisions are being made or policies developed, thought must be given to the equality implications.

8.2. Specific duties

Schools have a duty to make reasonable adjustments for pupils with a disability.

The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where something means that a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Benfield School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan will be drawn up to cover a three-year period.

Under the Equality Act 2010, the school complies with the general equality duty and the new specific duties. The equality duty now includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- pregnancy or maternity.

Benfield School strives to ensure that all existing and potential pupils are given the same opportunities and is committed to developing a culture of inclusion, support and awareness.

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.

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.

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.

Benfield School will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

9. Monitoring Arrangements

Accessibility action planning forms part of Benfield School's annual development planning. It will be updated to take account of improvements made, future resource availability and changing needs in the target areas. Accessibility action planning aims:

- To review Benfield School's policies, procedures and facilities when they are likely to affect both current and prospective children and young people who are disabled.
- To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children and young people with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.

- To continue to review Benfield School's Accessibility Action Plan.
- To continue to review Benfield School's SEND Policy.

Monitoring is essential to ensure that children and young people with SEN and disabilities are fully able to access the curriculum.

We will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Rewards and Sanctions
- KS4 option choices
- Post-16 destinations

The Accessibility Plan will be reviewed every three years and an access audit will be conducted by the Headteacher and Assistant Headteacher (SENDCO) on an annual basis. The Accessibility Plan will be reviewed by the SEND Link Governor and approved by the Local Governing Committee.

This Accessibility Plan will be reviewed on an annual basis by the Headteacher and SEND Link Governor, or when new legislation/guidance concerning equality and disability is published.

Equality impact assessments will be undertaken as and when school policies are reviewed or if there is a change in legislation.

10. Action Plan May 2023 - August 2026

The action plan sets out the aims of our accessibility plan in accordance with the Equality Act 210 so that the protected characteristics of sex, race, disability, religion or belief and sexual orientation are not barriers to participation and achievement. We also acknowledge that whilst financial disadvantage is not a legally protected characteristic, it is an aspect that can place limitations on participation and achievement.

Aim	Objective	Actions to be taken	Timescale
Improve the physical environment of the school for the purpose of increasing the extent to which all pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school. Maintain and where identified as needed; improve, access to the physical environment	Furniture and equipment to be selected, adjusted and located appropriately.	Investigation required as to location of specialist furniture and equipment and current use.	July 2023- Complete
	Emergency and evacuation procedures for specific pupils with disabilities are in place.	Personal Emergency Evacuation Plans currently being reviewed and re-formatted.	September 2023- complete
	Furniture layouts allow for easy movement for pupils with disabilities.	Curriculum Leaders to complete accessibility audit within their curriculum area.	October 2023- complete
	Removal of any barriers that prevent easy movement around the site and to the main entrance.	Large, heavy doors at reception cause restricted access for pupils in wheelchairs or with mobility aids. Site team to investigate solutions.	September 2024- Site Team investigating, must still be compliant for fire safety
	All external steps to have contrasting colour edges.	Colour markers to be applied to step edging where not currently in place.	Summer 2025
	All internal doors to allow a wheelchair user to get through unaided.	Site team to inspect site alongside Pupil Leadership Team.	September 2023- complete
	Internal steps / stairs to have contrasting colour edgings.	Site team to inspect site alongside Pupil Leadership Team.	September 2023- complete

	A hearing induction loop, either fixed or portable, to be available in the school	Learning Support Team to investigate options and cost options alongside Operations Manager.	September 2023- Local Authority to provide individual loops for children when needed (loaned to school)
Increase the extent to which all pupils can participate in the school's curriculum. Develop curriculum plans at all key stages that reflect the intention and ambition for all pupils with a focus on disadvantaged /SEND learners	Teachers and support staff to have the requisite knowledge and skills to fully include pupils with disabilities in physical activities.	Staff undergoing further training and working with external agencies to support understanding. Focus on making swimming more accessible to all.	September 2025
	Ensure pupils and their families are fully involved in the review of individual plans regarding curriculum access.	Improved communication with parents to ensure involvement.	September 2025- (measure difference)
	A fully graduated approach when meeting the needs of pupils with SEND.	New systems being implemented so that all staff can access information regarding the graduated approach for pupils including the introduction of Provision Map software. Director of Additional Educational Needs, Deputy SENDCo, Assistant SENDCOs and ARP leads to regularly update and disseminate SEND Support Plans through Provision Map software.	July 2025
	The attainment gap between pupils with SEND and those without SEND to be reduced over time (whilst ensuring the high achievement of the most able).	CPD programme planned and implemented that focuses on inclusion and meeting the needs of all learners.	July 2026

	Progress made by your pupils at 'SEN Support' and with an EHC plan to be as good as that made by pupils with SEND nationally.	CPD programme planned and implemented that focuses on inclusion and meeting the needs of all learners.	July 2026
	Cover staff, including supply teachers, must be clear about the additional needs of pupils and how to meet these needs.	Systems for disseminating information to cover staff to be reviewed.	September 2024- use of class charts CPD training planned.
	Pupils with SEND to have access to appropriate accessible technology.	Further equipment to be purchased to enhance offer to pupils.	September 2025
	All additional adults to build positive relationships, support flexibly and facilitate independent learning.	Additional staffing required to allow consistency. Appropriate professional development to ensure all staff are clear on how additional adults can be deployed to foster positive relationships for a productive learning environment.	September 2026
Improve the delivery information which is readily accessible to all stakeholders.	SEND Information Report and Accessibility Plan to be made available online and in hard copy.	Hard copies to be made available in the main reception.	September 2023
	Develop communication channels and review processes that enable two-way information sharing with families.	Parental contact through Class Charts being developed. Provision Map to be implemented in September 2023 to allow effective two-way information sharing. Half termly newsletter emailed to parent/carers	July 2025
	Information to be available in a variety of languages.	School developing ways to ensure information can be relayed in different languages including the use of assistive technology.	July 2025

	Information to be available in a variety of formats e.g. easy read, large print, audio.	School developing ways to ensure information can be relayed in different formats including the use of assistive technology.	July 2025
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Year 1 - 2023 Annual Review

	Policy Review Due	Review Completed	Signature
Director of Additional Educational Needs (Policy Author)	January 2024 (Reviewed: July 2024)	√	M.Scorgie (Acting SENDCo)
Student Voice		√	Collected by E.Hardy (Deputy SENDCo)
Operations Manager		√	J.Russo Bell
Deputy Headteacher		√	J.Parker
Headteacher		√	A.Martin

Year 2 - 2024 Annual Review

	Policy Review Due	Review Completed	Signature
Director of Additional Educational Needs Assistant Headteacher (SENDCO) (Policy Author)	January 2025 (Reviewed: July 2025)		A. Lindner M. Scorgie
Student Voice			
Operations Manager			
Deputy Headteacher			
Headteacher			

Year 3 - 2025 Annual Review

	Policy Review Due	Review Completed	Signature
Assistant Headteacher (SENDCO) (Policy Author)	July 2026		
Student Voice			
Operations Manager			
Deputy Headteacher			
Headteacher			