



*At The Henry Beaufort School, there are no limitations to success.*

## School Accessibility Plan

Policy dated	November 2025
Policy review date	November 2026 to 2028
Headteacher	Miss S Hearle
Signed Headteacher	
Policy agreed-Resources Committee	Agreed November 2025

## Introduction

Under the Equality Act 2010 schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”.

The school supports a resourced provision for students with a hearing impairment, however the complexities of the site are such that students with restricted physical mobility could not be easily accommodated. A resource provision for restricted physical mobility is available at Kings School, located 2 miles from The Henry Beaufort School.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed at least every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At The Henry Beaufort School the Plan will form part of the Resources Committee, and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

The School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and the technical guidance available from the Equalities and Human Rights Commission website<sup>i</sup>. . The document can be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Plan and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (particularly, Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Henry Beaufort School is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, 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 within the school.

## Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Rationale

This policy sets out the principles to reduce and eliminate barriers to accessing the curriculum and to enable full participation in the school community for students, and prospective students, with a disability.

## Principles

The School Accessibility Plan shows how access is continuing to be improved for students with a disability, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers reasonable improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred accessible formats (large font, Translations etc) within a reasonable timeframe.

The School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

## Factors to be taken into account when considering adjustments

Without intending to be exhaustive, the following are some of the factors that are likely to be taken into account when considering what adjustments it is reasonable for the school to have to make:

- The extent to which special educational provision will be provided to the disabled student under Part 3 of the Children and Families Act 2014.
- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The practicability of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other students and prospective students

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Positive Behaviour Policy
- Teaching and Learning Policy
- Critical Incident Support Plan
- Education Visits Procedure
- Equality Plan
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs & Disabilities (SEND) Policy
- Staff Development Policy
- Hampshire County Council Policy for access to education for school age children and young people with medical needs
- Safeguarding Policy
- Online Learning Policy
- Staff CPD Policy
- Supporting Students with Medical Conditions Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Resources Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## Aims and Objectives

### Our Aims are:

- Increase access to the curriculum for students with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students and parents,

Our objectives are detailed in the Action Plan below

### Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers.

### Physical Environment

Students with a disability participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example: lunch and break times for students with social/interaction impairments, after-school clubs for students with physical impairments, school trips for students with medical needs; Accessible and gender neutral toilets are available in school to support students who would like to use them.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The school has<sup>ii</sup>, and will continue to, take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### Information

Different forms of communication are made available to enable all students with a disability need to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for students with a disability, parents and staff.

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

### Access Audit

The school has 11 buildings

The school buildings are spread across four levels, access between each level is through steps or ramps which are suitable for wheelchair users visiting the site and for short term use in the event of surgery or ambulatory wheelchair users<sup>iii</sup>.

1. Learning Hub single story with wheelchair access and accessible toilet facilities
2. T Block – 4 story (no lift) with wheelchair access to ground floor only
3. Moscow Block– two story (no lift) with wheel chair access to ground floor only

4. Rome Block single story wheelchair access on request by temporary ramp
5. Winchester Block single story with wheelchair access
6. Warsaw Block -2 story (no lift) with wheelchair access to ground floor only
7. Prague Block- split level building with wheelchair access to both levels (from the outside only) and accessible, gender-neutral toilets
8. G Block single story with wheelchair access
9. Sports hall – 2 story with wheelchair access to lower level only
10. Community building single story with wheelchair access and accessible toilet
11. Beacon Arts Centre 2 story with wheelchair access, lift and accessible toilets

On-site car parking for staff and visitors includes two dedicated parking bays in the bottom car park and two dedicated parking bays in the upper car park for use during the school day. Contact details are displayed at the bays in case of need. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas and protected staircases in all multi-story buildings.

The school recognises its duty under the Equality Act 2010 and the Special Educational Needs and Disability (SENDA) Act 2001

- Not to discriminate against Students with a disability in their admissions and exclusions, and provision of education and associated services
- Not to treat students with a disability less favourably
- To take reasonable steps to avoid putting students with a disability at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the guidance provided by the Equality and Human Rights Commission; The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality; The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- providing reasonable environmental, physical and online adjustments to overcome potential barriers to learning and assessment for individuals and groups of students
- These obligations do not apply to anything done in connection with the content of the curriculum. Schools are not restricted in the range of issues, ideas and materials that they use, and they have the academic freedom to expose students to a range of thoughts and ideas. Even if the content of the curriculum causes offence to students with certain protected characteristics, this will not make it unlawful.
- However, the way in which the curriculum is taught is covered by the non-discrimination provisions of the Act.

## Action Plan

See attached (Appendix 1)

## Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- Positive Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Critical Incident Support Plan
- Education Visits Procedure
- Equality Plan
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs & Disabilities (SEND) Policy
- Hampshire County Council Policy for access to education for school age children and young people with medical needs
- Online Learning Policy
- Staff Development Policy
- Supporting Students with Medical Conditions Policy
- Online Learning Policy

## Appendix 1

### Aim 1. To increase the extent to which students with a disability can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students and prospective students with disabilities.

	Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Short Term</b>	Effective use of systems to offer accessible communications to parents	<p>Use of School Comms system (Arbor) to communicate with parents.</p> <p>Include standard Accessibility Template paragraph to all invitations and booking systems for attending the site</p>	Ongoing	<p>Professional Services Team</p> <p>Pastoral Support</p>	<p>All parents understand who to contact if adjustments are required when coming on to the school site</p> <p>Protocol in place to ensure visitors to site (parents, prospective parents, external stakeholders can access the site/buildings</p>
	<p>Support students with medical needs so as not to be a barrier to learning</p> <p>Effective support for students unable to access</p>	<p>Effective and timely referral to Hampshire Inclusion Support Service</p> <p>Appointment of LSP i/c EBSA</p> <p>Appointment of Attendance</p>	Ongoing as appropriate and as need arises	<p>AHT with responsibility for Attendance</p> <p>Attendance Mentor</p> <p>Pastoral Support and Wellbeing Officer</p> <p>Learning Hub staff</p>	Consistent improved attendance at School, Alternative Provision or Henry Beaufort hosted Twylight school



	learning due to Emotional issues (classified as EBSA)	Mentor  Effective use of on-site Learning Hub provision  Access to external Mental Health Counsellor	LSP i/c EBSA  AHT with responsibility for pastoral support  HCC Inclusion Support Service  HoY/Pastoral Support  Welfare Committee	Effective partnership working with HCC Inclusion Support Team
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Medium Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Review attainment of all students identified as SEND and/or attending Resource Base (RB)	<p>Use of specialist advisory teachers including Deaf Instructor and Teacher of the Deaf for the RB; CPD for staff and-</p> <ul style="list-style-type: none"> <li>A differentiated curriculum with alternative pathways.</li> <li>Resources tailored to the needs of students who require support to access to the curriculum. This includes:</li> <li>Enlarged copies of set texts are made available for students with visual impairments.</li> <li>Subtitled material is provided to enable access for D/deaf and/or Hard of Hearing students.</li> </ul>	As required	<p>SEND/ANCO</p> <p>RB Manager (Teacher of the Deaf)</p> <p>AHT With responsibility for SEND</p> <p>AHT with responsibility for RB</p> <p>Curriculum Committee</p> <p>Governor Attached to each Curriculum area</p>	<p>Advice sought and taken, strategies evident in classroom practice.</p> <p>All children supported and accessing the curriculum</p> <p>Annual reviews – to review provision</p> <p>Outcomes of students progress and attainment at data drops, in line with subject teachers assessment</p>

		<ul style="list-style-type: none"> <li>• The use of the Resource Base rooms which are acoustically treated</li> <li>• Sign Supported English (SSE) and British Sign Language (BSL) is used to support D/deaf</li> </ul>			
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		<p>students where this is their preferred method of communication.</p> <ul style="list-style-type: none"> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all students, including those with a disability who are tracked by the SENCO/Head of the Resource Base as appropriate.</li> <li>• Collaboratively work with subject teachers to provide the best support in class and within additional provisions.</li> <li>• Curriculum Support lessons are planned to address gaps in learning, and are planned in line with EHCP targets and reading ages of the students.</li> <li>• Regular learning walks resulting from Data Drop Analysis including the DITL</li> </ul>			
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		<ul style="list-style-type: none"> <li>• Targets set are appropriate for students with additional needs, taking account of the students' starting points, incorporating their EHCP Targets</li> <li>• Review the structure and focus of resources within the LSP team to address the growing number of EHCP and EBSA students</li> <li>• All of the above is encompassed within Ordinarily Available Provision (OAP)</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Specific equipment sourced through for example, Occupational Therapy</li> <li>• Specific Hearing and Assisted Listening devices are checked and monitored by staff within the RB.</li> <li>• Source equipment where needed.</li> <li>• Liaise with Audiology to get the best support.</li> </ul>			
Track T5 students through Data drops to ensure at least expected levels of progress are made	<p>Class teacher meetings and communications with parents through reports and parent evenings.</p> <p>Regular data drops discussed at SLT at AL/HoD link meetings through line management meetings. Scheduled regular agenda items followed by appropriate intervention and strategies to address underperformance.</p>	Reviewed annually	<p>Class teachers Middle Leaders Heads of Year</p> <p>SLT</p> <p>Curriculum Committee</p>	<p>Progress and Attainment 8 is high. 30% of all GCSE grades are 7-9</p>

	<p>Appropriate stretch and challenge through intent and implementation of the Curriculum</p> <p>Identification of T5's including informing students and parents.</p> <p>Bespoke website pages for high attaining students including wider reading programme in preparation for post 16</p> <p>Suite of stretch and challenge enrichment activities</p> <p>Working with students to explore career choices and making connections with the workplace</p>			
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**Aim 2. To improve the physical environment of the school to remove barriers and increase the extent to which students, staff, parents and other stakeholders with a disability can take advantage of education and associated services.**

	Targets	Strategies	Timescale	Responsibility	Success Criteria
	To improve the physical access to the school	The school will take account of the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises in accordance with Hampshire County Council, the DDA and guidelines provided by the Equalities and Human Rights Commission.	Ongoing	Head Teacher Bursar Site Manager	Enabling needs met where possible
		Hampshire County Council Provision for students with physical disabilities is based at Kings School Winchester	Ongoing	Hampshire County Council, <ul style="list-style-type: none"> <li>• Admissions</li> <li>• SEND</li> <li>• Inclusion</li> </ul>	



	Support for students, staff and visitors with medical needs to enable access to the site and to be involved in school activities, including regular communications and delivery of information	Appropriate confidential questionnaires are sent to prospective parents, students and staff at key times (admissions, recruitment, events) to enable staff to support stakeholders with their access needs.	Ongoing  Reviewed regularly	Arbor Data Manager HR officer SENDCO Line managers HoDs Tutors HoYs	Enabling needs met where possible.  To ensure that members of the school community with accessibility needs do not feel discriminated against when attending the school
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		<p>Information is regularly reviewed and updated through staff line management meetings, parents/teacher meetings etc.</p> <p>Staff Referrals to Occupational health/external advisory services are made as appropriate.</p> <p>Utilise hearing loop and arrange interpreter for meetings and interviews where a member of the school community has a hearing impairment.</p> <p>Utilise PA system for student assembly, staff inset days and parent information evenings which links into personal radio aids.</p> <p>Offer documentation in alternative formats and</p>		<p>Admin support for events and activities</p> <p>Welfare and Attendance officer</p> <p>External Agencies HR Officer</p> <p>AHT with responsibility for Pastoral support</p> <p>AHT with responsibility for Resource Base</p> <p>Network Manager</p> <p>Library manager/EAL support/School Bursar</p>	<p>To ensure reasonable adjustments are suitable and implemented</p>
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		alternative languages including availability of books in the school library.			
		Accessible parking spaces to be clearly marked and available for all with a disability to use when required		Site Manager/team	
		Regular, daily, visual inspections Effective reporting of issues and incidents Termly health and safety inspections Monitor and plan annual budgets around grounds maintenance cycle	Ongoing, regularly reviewed	Site Manager/team All teaching staff All support staff Bursar Head teacher	To enable safe access to the school by all members of the school community

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i [Technical guidance for schools in England | EHRC](#)

ii Science re-clad and refurbishment project 2024/25 Design and access strategy [def | Hampshire County Council](#)

iii Part-time wheelchair users with a physical disability that affects a person's ability to walk or move easily, but does not require the frequent use of a wheelchair.