Timeout Education

ACCESSIBILITY POLICY

Brearley Hall School Accessibility Plan 2026

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are an Independent School that focuses on the children with Social, Emotional, and Mental Health challenges, often because of childhood trauma. All of our children have an Education Health Care Plan (EHCP). We carefully consider any applications to our school before admission to ensure that we can meet the child's needs socially, emotionally and academically. We aim to help children reintegrate back to mainstream schools, whenever possible.

Our school phrase of 'Everybody Different, Everyone Equal', pervades the work that we do. We aim to get children to become valuable members of an inclusive society.

This plan is available on the school website. Paper copies are also available on request.

Our school is committed to ensuring that staff receive appropriate training in equality matters, including disability awareness, in line with the Equality Act 2010. All staff complete Equality and Diversity training through the TES online portal and additional Health and Safety in Education training.

Our school's complaints procedure includes matters relating to the accessibility plan. If you have any concerns about accessibility in school, the procedure explains how these concerns can be raised and addressed.
A range of stakeholders contributed to the development of this accessibility plan, including pupils, parents and carers, staff, our school improvement partner, Calderdale Local Authority SEN representatives, and the Senior Management Group.

2. Legislation & Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice and should be adapted to suit your school's context.

Aim	Current Good Practice	Objectives	Action to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We have individualised learning plans for each child Intervention plans are devised to ensure that barriers to learning are addressed We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources: hearing loops, pictures, PECs, Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	**Ensure curriculum materials are available in accessible formats** (e.g. large print, audio, digital, or adapted resources) for all pupils who require them. **Provide appropriate assistive technology and specialist equipment** to support pupils with disabilities in accessing learning activities. **Deliver staff training on inclusive teaching strategies and reasonable adjustments** to improve participation and engagement for pupils with disabilities. **Adapt classroom environments and learning activities** to reduce barriers and promote full access to the curriculum. **Ensure pupils with disabilities can access enrichments activities, educational visits and wider curriculum opportunities.**	Review accessibility of the curriculum resources termly through learning walks, lesson observations and Typicality visits. Identify and purchase specialist resources and assistive technology as required. Include accessibility considerations withing curriculum planning, risk assessments, trips and visits. Equality, Diversity and Inclusion training for all staff. Monitor pupil progress, attendance and engagement data to identify and address barriers to learning. Work collaboratively with parents, carers and external professionals to implement reasonable adjustments and specialist recommendations.	Headteacher, SENCO, Teaching and Support Staff	Ongoing with termly review	Pupils with disabilities make expected or better progress from their starting points. Individual targets, EHCP outcomes and personalised learning objectives are achieved or show positive progress. Boxhall Profile assessments show small-step progress. Learning walks and typicality visits confirm that reasonable adjustments are consistently implemented. Curriculum materials are available in accessible formats when required. Pupils with disabilities actively participate in lessons, enrichments activities and trips/visits.

	The curriculum is reviewed to ensure it meets the needs of all pupils.					Staff demonstrate confidence in adapting teaching to meet individual needs.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • *Ramps* • *Corridor width* • *Disabled parking bays* • *Disabled toilet* • *Shelving and resources at wheelchair-accessible height* • *Accessible reception area* • *Emergency Escape routes*	**To ensure that all pupils, staff, parents, and visitors with disabilities can safely access, move around, and exit the school environment independently** and with dignity, through ongoing monitoring, maintenance, and adaptation of facilities. **To ensure reasonable adjustments are implemented promptly** where individual accessibility needs are identified. **To continually improve the accessibility of the school environments** through regular audits and user-feedback.	Conduct annual accessibility audits of all school buildings and grounds. Complete termly site walks to identify and address potential accessibility barriers. Monitor and maintain all physical accessibility features including ramps, handrails, signage, entrances and accessible toilets. Ensure classrooms, communal areas and learning environments remain accessible for wheelchair users and those with mobility difficulties. Review accessibility requirements during admissions, EHCP reviews and transition	Headteacher, SENCO, Maintenance Team	Ongoing with Annual Review	All accessibility features, including ramps, corridors, parking bays, toilets, reception areas, storage areas, and emergency escape routes, remain fully accessible and operational. Emergency evacuation procedures are reviewed and adapted where necessary to meet the needs of disabled pupils, staff, and visitors. Disabled parking bays remain clearly marked and available for use at all times. Accessible toilets remain free from storage and fully operational. Individual accessibility needs are

			planning meetings. Implement Personal Emergency Evacuation Plans (PEEPs) where required. Ensure disabled parking bays remain clearly signposted and available for authorised users. Ensure accessible facilities are not used for storage purposes. Budget allocation for accessibility improvements and reasonable adjustments. Seek advice from external professionals, where specialist adaptations are required.			identified and addressed promptly through reasonable adjustments. Annual accessibility audits are completed, and any actions identified are implemented
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible, including: • Internal signage • Display boards • Large print resources	**To ensure that pupils with dyslexia, dyspraxia, ADHD, autism and other SEND needs can access information in a format appropriate to their individual needs.** **To ensure that visually**	Assess individual communication and accessibility needs during admissions, transitions and EHCP reviews. Provide learning materials in alternative formats, including large	SENCO, Teaching and Support Staff	As required, and reviewed annually	All pupils are able to access information provided in lessons, around school and on the school website. Individual communication needs are identified and supported through

	• Braille resources (where required) • Hearing support equipment/induction loops (where required) • Pictorial and symbolic representations • Visual timetables and communication aids • Digital resources and Assistive Technology	**impaired pupils can access information throughout the school environment and curriculum.** **To ensure that pupils with hearing impairments can access spoken and written information effectively.** **To provide information in alternative formats**, whenever required, and remove communication barriers to learning. **To ensure accessibility needs are planned for and in place before a pupil's admission.**	print, coloured overlays, simplified text, visual supports, audio resources and digital formats where required. Utilise visual timetables, social stories, symbols, widgets and communication boards to support understanding. Ensure school signage and displays are clear, accessible and inclusive. Source specialist equipment, including Braille materials, Assistive Technology and Hearing Support equipment where required. Consult with external professionals, including sensory support services, Speech and Language Therapists and Educational Psychologists, as appropriate. Review website accessibility annually to ensure information can be accessed by pupils,			EHCPs, support plans and classroom practice. Accessible formats are provided promptly when required. Pupils with SEND and disabilities demonstrate engagement with learning and school activities. Feedback from pupils, parents and professionals indicates that information is accessible and appropriate to need. Visual, auditory and alternative communication resources are consistently available and used effectively. Any pupil with a visual or hearing impairment has the necessary resources, adaptations and reasonable adjustments in place from the start of their placement. Staff demonstrate confidence in adapting information and

			parents and visitors with disabilities. Deliver staff training on inclusive communication strategies and accessible information requirements. Ensure all required resources are available prior to placement wherever possible.			communication to meet individual needs.
Ensure the website is accessible to all, including those and those who have English as an additional Language. **Braille version would be compiled, *if required***	The school website provides key information for pupils, parents and carers. Website accessibility features are regularly reviewed and information is clearly signposted. Braille versions of documents can be sourced if required. Consideration is given to the future development of audio versions of key information. Downloadable documents are available and regularly checked to ensure accessibility.	**To ensure all parents, carers, pupils and visitors can access website content** regardless of disability, language barrier or additional need. **To provide information in alternative formats** where required. **To ensure website documents, downloads and links are fully accessible and easy to use.** **To improve access for families with English as an Additional Language through translation tools and accessible content.**	Review website accessibility annually and following major website updates. Monitor all downloadable documents to ensure links function correctly and files can be opened across devices. Implement and maintain website translation functionality or provide access to translation tools. Ensure key information is written in clear, accessible language and signposted effectively. Source Braille	Director of Education, IT Team, Teaching support staff	Annual Review	Website content can be accessed by users with a range of needs and disabilities. • No significant accessibility barriers are identified through audits, feedback or complaints. • Translation support is available for families with EAL where required. • Alternative formats, including Braille and accessible digital versions, are provided promptly upon request. • Downloads and website links function correctly and are accessible across devices.

		To comply with website accessibility requirements and Equality Act duties.	translation services through Calderdale SEND Sensory Support Team or equivalent service, when required. Explore development of audio versions of key policies and parent information. Ensure the IT Team/ web designers address accessibility issues promptly. Seek feedback from parents, carers and pupils regarding accessibility and ease of use.			Website accessibility checks demonstrate compliance with recognised accessibility standards. Parent, carer and pupil feedback indicates that information is easy to find, understand and access. Requests for alternative formats remain low because information is readily accessible in multiple formats.

4. Monitoring Arrangements

This document will be reviewed every **three** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Timeout Senior Management Team (SMT) and the Director of Education.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Equality and Diversity Policy

6. Links to Calderdale Council Local Offer and other Partners

- Family Services Directory
  https://calderdale.gov.uk/education/childcare/familiesdirectory/search.jsp

- Support for Parents and Carers
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special- needs-and-disabilities/support-parents

- Health and Social Care
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special- needs-and-disabilities/health-and-social-care

- Early Years and Childcare
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special- needs-and-disabilities/early-years-and-childcare

- Advice and Support
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special- needs-and-disabilities/advice-support

- Who to contact for SEND support?
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special- needs-and-disabilities/contact-send

- Education
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special- needs-and-disabilities/education

- Assessing your Child's Needs
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special- needs-and-disabilities/assessing-your-childs-needs

Appendix 1: Accessibility Audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of Stories				
Corridor Access				
Lifts				
Parking Bays				
Entrances				
Ramps				
Toilets				
Reception Area				
Internal Signage				
Emergency Escape Routes				

Approved by:	Dani Worthington - Director of Education	**Date**	01/09/26
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