



BLENHEIM
SCHOOLS

Accessibility Plan

2025-2027

Policy Folder: Operations



Cumnor House
School

1. Introduction

We are committed to creating an inclusive, respectful and equitable environment where all members of our school community are valued and supported. This commitment underpins our approach to accessibility and informs the principles set out in this plan. This document outlines our Accessibility Plan as required by the Equality Act 2010. This plan applies to staff, pupils, parents and all users of the school site and services. The Act makes it unlawful for Blenheim Schools, which is the responsible body of a school, to discriminate against, harass, or victimise a pupil or potential pupil or staff in relation to:

- admissions;
- the way we provide education for pupils;
- the way we provide pupils access to any benefit, facility or service;
- by excluding any pupil or subjecting them to any other detriment.

The Act outlines some protected characteristics (below) and we pay due regard to these:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

This plan fulfils the requirements of the Independent School Standards.

2. Definition

In accordance with the Equality Act 2010 (UK), a person is defined as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

-Substantial is defined as more than minor or trivial.

-Long-term is defined as having lasted or likely to last for at least 12 months.

This definition includes individuals with sensory impairments (such as those affecting sight or hearing) and those with long-term health conditions, including but not limited to diabetes, epilepsy, and cancer.



3. Purpose

This Accessibility Plan outlines how we ensure that we are working to remove barriers to learning and access in our school. The plan is reviewed every three years and monitored annually to ensure progress is made against its objectives.

The school aims to treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This plan should be read alongside the school's SEND Policy and Equality and Diversity Policy.

The school ensure all staff are trained in understanding equality and disability issues in line with the Equality Act 2010.

4. Reasonable Adjustments

We are committed to ensuring that no aspect of school life places a disabled pupil at a disadvantage in comparison to their non-disabled peers. Where a potential disadvantage cannot be avoided, we take all reasonable steps to reduce or remove its impact.

When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.

Where an auxiliary aid is not provided under the SEND system (i.e. via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.

There is no legal definition of auxiliary aids. We interpret the term to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.

Our SEND Policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.

Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.

We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three-year accessibility plan, we reserve the right to deem these as unreasonable.



It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be *reasonable*. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably.

5. Aspects of the Plan

Our Accessibility Plan focuses on the following areas:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils, staff, parents and visitors

6. Responsibility

It is the responsibility of the Head to ensure that the school has an Accessibility Plan which matches the needs of the school and to ensure that it is available on the school's website. All staff have a role in implementing the plan through inclusive practice and regular reflection on barriers to access within their areas of work.

It is the responsibility of the Proprietor (via the Director of Operations) to ensure that the plan is reviewed annually and is fit for purpose.

We meet the needs of all pupils currently attending our school. Any needs of prospective pupils are discussed before entry to the school in order to ensure these can be met, or if reasonable adjustments can be made. This includes the availability of written materials in alternative formats, staff training into specific disabilities, alternatives for reduced motor skills such as providing a laptop, and hearing loops being fitted for the hearing impaired. The SENCo regularly informs staff of any changes to pupil's conditions and additional support plans.

Wellbeing and positive Mental Health strategies are of a continued and high level focus nationally and internationally. A key focus for our school pupils is to educate and offer strategies and support in this increasingly important area of education.

Wheelchair access to the first and second floors of the building is not possible. The installation of lifts and/or stair lifts are not considered feasible due to lack of space and the stairwell configuration. Notwithstanding this, planning consents would also be required.

The school have adapted its activities and class locations to enable disabled pupils to access the full curriculum. The specific changes have been as follows;

- Where class groups include disabled pupils, these classes are located on the ground floor. There are no requirements for 2025 to support current pupils.



- Music sessions are undertaken in the music house on the ground floor to enable full inclusivity for disabled pupils. There are no requirements for 2025 to support current pupils.
- Staffing is managed on a fully flexible basis to enable full access to the curriculum on a continuing basis.

Accessibility Plan

Actions to increase access to the curriculum and learning

| Targets/Strategies | Timing | Responsibility | Success criteria |
|---|--|-------------------|--|
| Strengthen Personalised Support and Interventions - Monitor the impact of interventions through structured half-termly reviews. | Jan 2026 and regularly thereafter. | SENCo/Deputy Head | Progress to be measured throughout the year using interventions, enabling staff to measure impact and evaluate success. |
| Improve Differentiation and Adaptive Teaching through training in Jan 2026. | By April 2026 | SLT/SENCo | Staff to use high-quality adaptive teaching strategies and the use of reasonable adjustments. |
| Enhance Staff Expertise in SEND-Specific Strategies - Provide targeted CPD in areas such as autism-friendly teaching, dyslexia-friendly classrooms, communication and interaction strategies, and SEMH support. | Ongoing weekly, current training in place for SENCo. | SENCo | Further training for the new SENCo and additional training on a regular basis with 5 minute slots during staff meetings. |



Actions to improve the physical environment to enable those with disability to take better advantage of the education and facilities

| Targets/Strategies | Timing | Responsibility | Success criteria |
|---|----------------|---|---|
| Improve Classroom Accessibility - Provide appropriate seating options for pupils with physical, sensory, or medical needs. | September 2026 | Operations Manager and SENCo | To ensure pupils with physical, sensory or medical needs have the appropriate support in class when sitting and working. |
| Improve Sensory and Low-Arousal Environments - Use neutral décor, low-glare lighting, and reduced visual clutter in corridors and classrooms. | January 2027 | Operations Manager/SLT | To ensure we have clear offices and corridors as well as classrooms to improve the environment for pupils to be able to manage routines and work without too many distractions. |
| Improve Outdoor Learning and Play Areas - Improve shade, seating, and quiet zones for pupils requiring sensory breaks or medical rest. | April 2027 | Operations Manager and Head of Schools. | To ensure pupils can access quiet places at playtime as well as be able to take movement or sensory breaks. |

Actions to improve the availability of accessible information to disabled pupils, staff, parents and visitors

| Targets/Strategies | Timing | Responsibility | Success criteria |
|---|-----------|-----------------|--|
| Improve Digital Accessibility - Provide accessible digital versions of letters and forms (e.g., editable PDFs, speech-to-text compatible formats). | July 2026 | Admissions/ SLT | To ensure all parents can read and access all forms of communication sent out by the school. |
| Develop Accessible Information Guides – Build on current visual guides (e.g., photo journey maps) to help pupils with ASD, anxiety, or communication difficulties understand routines or navigate the site. | Sept 2026 | SENCo | To ensure we have a wide range of guides, social stories, routines and checklists that staff can access to aid pupils. |





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| Monitor and Review Accessibility of Information - Collect feedback from disabled pupils, parents, and staff on how effectively the school meets accessibility needs. | September 2026 (each year with new pupils/ parent) | SLT | An annual cycle to find out the needs of new parents and pupils to ensure we meet the accessibility needs of new families. |
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