



Brighter Futures
Educational Trust

ACCESSIBILITY POLICY

Policy Number: 79

Review Committee: Finance and Risk

Type of Policy: Statutory

Review Period: Every 3 years

Approved: June 2026

Next Review: June 2029

VERSION CONTROL

V1.1	June 2026	• New layout due to rebrand • Changes to: • Section 1 Aims, Section 3 Monitoring arrangements added. • Appendix 1 added

CONTENTS

1. Aims
 2. Legislation and Guidance
 3. Monitoring Arrangements
 4. Links with other policies
- Appendix 1: Accessibility Plan 2026-2029

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

All schools in the Brighter Futures Educational Trust (BFET) aim to be inclusive and accessible to all students, staff and visitors. The aim is to make the physical environment, the curriculum and information accessible to all.

The Accessibility Plan 2026-2029 outlines the Trust's objectives for improving access to education, the physical environment and information for pupils, staff and visitors with disabilities. The plan is published on the Trust website and paper copies are available upon request.

Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our trust supports any available partnerships to develop and implement the plan.

If you have any concerns relating to accessibility in any of the schools, the complaints procedure sets out the process for raising these concerns.

The Board of Trustees has overall responsibility for ensuring compliance with accessibility legislation. The Executive Headteacher, Headteachers, SENDCOs and Estates/Premises teams are responsible for implementing and monitoring the Accessibility Plan within their respective settings. Progress against the Accessibility Plan will be reported annually to the Finance and Risk Committee.

2. LEGISLATION AND GUIDANCE

The accessibility plan 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

The Trust recognises the importance of ensuring that digital information and online services are accessible to all users. Where reasonably practicable, school websites, electronic communications and online learning resources will be designed and maintained in accordance with current accessibility requirements and best practice.

3. MONITORING ARRANGEMENTS

This policy will be reviewed every three years by the Finance and Risk Committee and approved by the Board of Trustees. The Accessibility Plan will be reviewed annually to ensure objectives remain relevant and progress is monitored effectively. Feedback from pupils, parents, carers, staff and external professionals may be considered during the review process.

4. LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following Brighter Futures Educational Trust (BFET) and documents:

- Health and safety
- Equality information and objectives
- Special educational needs and disability (SEND)
- Supporting pupils with medical conditions

APPENDIX 1: ACCESSIBILITY PLAN 2026-2029

Brighter Futures Educational Trust is committed to ensuring that pupils, staff, parents, carers and visitors with disabilities are able to access education, facilities, information and services on an equal basis.

The objectives below will be reviewed annually by school leaders and reported to the Finance and Risk Committee.

Objective	Action	Lead Responsibility	Timescale	Success Criteria
Improve access to the curriculum for pupils with disabilities	Review reasonable adjustments, interventions and assistive technology provision. Ensure curriculum adaptations are embedded within classroom practice.	Headteachers / SENDCOs	Annual Review	Pupils with disabilities are able to access learning and make expected progress.
Improve staff knowledge and understanding of accessibility requirements	Deliver training on the Equality Act 2010, SEND, reasonable adjustments and inclusive practice.	CEO / Senior Leaders	Annual	Staff demonstrate understanding of accessibility requirements and inclusive practice.
Improve the physical environment of Trust sites	Complete annual accessibility audits and prioritise improvements through premises planning and capital works programmes.	Estates Team / Headteachers	Annual	Accessibility barriers identified and addressed where reasonably practicable.
Improve access to information	Ensure information can be provided in alternative formats including large print, electronic formats and visual supports where required.	Administration Teams / SENDCOs	Ongoing	Information is accessible to pupils, parents, carers and visitors.
Improve digital accessibility	Review school websites and digital platforms to ensure	Director of Finance and Resources /	Annual	Website and digital resources remain accessible

Objective	Action	Lead Responsibility	Timescale	Success Criteria
	accessibility standards are met and reasonable adjustments are available.	Website Administrators		and compliant with current requirements.
Improve stakeholder engagement	Seek feedback from pupils, parents, carers, staff and external professionals regarding accessibility across Trust sites.	Headteachers	Annual	Accessibility priorities are informed by stakeholder feedback.

Monitoring

Progress against this Accessibility Plan will be reviewed annually by school leaders and reported to the Finance and Risk Committee.

The Accessibility Policy and Accessibility Plan will be formally reviewed every three years unless changes in legislation or operational requirements necessitate an earlier review.