

Accessibility Policy



Bethany
since 1866

Rated 'EXCELLENT' by ISI in 2023

Accessibility Policy

BETHANY SCHOOL
CURTISDEN GREEN
GOUDHURST
KENT

Copy Location	Master Copy: Staff Team Policy Channel
----------------------	---

Date of Revision (if applicable)	September 2025
Date for Next Review	September 2026

Revision History

Version	Date Issued	Reason for Issue
1.0	1 st October 2009	Annual Review
2.0	3 rd March 2011	Annual Review
3.0	22 nd February 2012	Annual Review
3.1	12 th November 2012	Amendment
4.0	26 th February 2013	Annual Review
4.1	4 th October 2013	Amendment
4.2	10 th October 2013	Amendment
5.0	26 th February 2014	Annual Review
5.1	29 th September 2014	Amendment
6.0	23 rd February 2015	Annual Review
7.0	1 st February 2016	Annual Review

File name: SENDA Policy
Author: F. Healy, C. Morey, C. Sturrock
Authorised by: Roger Clark – Governor

Version: 17.0
Issue date: September 2025
Review date: September 2026

This is a controlled document. If printed it may no longer be valid. The current master version is held in the Staff Team under School Policies

Accessibility Policy

8.0	1 st February 2017	Annual Review
9.0	5 th March 2018	Annual Review
10.0	6 th September 2018	Annual Review
11.0	September 2019	Annual Review
11.1	January 2020	Name Change
12.0	September 2020	Annual Review
13.0	September 2021	Annual Review
13.1	January 2022	Amendment
14.0	September 2022	Annual Review
15.0	September 2023	Annual Review
16.0	September 2024	Annual Review
17.0	September 2025	Annual Review

File name: SENDA Policy
Author: F. Healy, C. Morey, C. Sturrock
Authorised by: Roger Clark – Governor

Version: 17.0
Issue date: September 2025
Review date: September 2026

This is a controlled document. If printed it may no longer be valid. The current master version is held in the Staff Team under School Policies

Accessibility Plan 2025-2028

ETHOS AND AIMS

Bethany School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- Increase the extent to which disabled pupils can participate in the School's curriculum.
- Improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

HOW THE PLAN IS CONSTRUCTED

The School's plan has been created by the Senior Management Team (SMT) in consultation with staff. They have considered the following when developing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation

Accessibility Policy



- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

HOW THE PLAN IS REVIEWED AND MONITORED

The body responsible for reviewing and monitoring this Accessibility Plan is the School's Education Committee which consists of Governors (one of whom Chairs the committee) and members of the Senior Management Team and relevant staff such as the Director of Outdoor Learning. The committee may co-opt additional members whose expertise in any field would be of assistance. The committee's responsibilities include:

1. To review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
2. To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
3. To review the School's SEND policy.
4. To review the School's accessibility plan.
5. To review such plans and policies as necessary and at least on an annual basis.

There is also a formal review of the implementation of the plan at the November meeting of the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The School's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.



SITE ACCESS AUDIT 2025

Location	Access	Possible Action	Comment
Hayward classrooms and Holmes building	Accessibility to upper floors	Manually assist pupils access the upper floor.	Immediate when required
		Install Stair lift	Long term as required
		Install lift in shaft in Holmes building	Long term as required
Textiles	Accessibility to first floor	Manually assist pupils access the upper floor.	As required
Music School (located in Kendon House)	Level access	Ensure Entrance Door is unlocked for access	Immediate and ongoing
Old Pops (Currently decommissioned)	No access to upstairs	Manually assist pupils to access the upper floor.	Relevant boarder could self-isolate in Orchard or house assistant's room converted in Old Poplars.
Mount (Currently decommissioned)	No disabled facilities or upstairs access	Convert bedroom and ground floor – provide disabled shower and toilet.	Substantial refurbishment completed.

Accessibility Policy

Administration Building	No access to first floor	Meetings take place on ground floor	Consider stair lift for teacher's access to UCR Long term as required
Kendon	No access to upper floors	Manually assist a person to ascend or descend upper floors	Kendon House used as Music School from September 2024 rest of the house is not in use
Library	Access only to ground floor	Librarian to assist pupils with limited mobility	
Orchard	No access to upper floor.	Downstairs rooms can be made available as required.	No further action
Science	Fully accessible	As above	As above
Sports Department	Fully accessible	As above	As above
Assembly Hall	No disabled toilets	Use foyer toilets	Use portable ramp
Pengelly Performance Centre	Fully Accessible	Lift can be used to access upper floor	Audio Loop Available
Dining Room/Function Suite	Fully accessible	Monitor as required	Audio loop available
Swimming Pool	Fully accessible	Pool lift	Monitor as required

Accessibility Policy

Improving access to the physical environment



	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Improve safety on steps for visually impaired	Paint high visibility white lines on each step	Ongoing	Bursary	Regular monitoring by maintenance department
Medium Term	Improve the access to the sports complex.	Improve handrails on steps and the signage for alternate step free route.	2026	Bursary	Improved access
Medium Term	Easy access to disabled toilet facilities across school campus	Review access to disabled toilet facilities and plan new facilities	2025-28	Bursary	Disabled toilet facilities within short distance of all campus areas.
Medium Term	Review of handrails throughout site	Detailed analysis of where new handrails should be installed	2025-28	Bursary	Increased number of handrails available
Long Term	Incorporate accessibility goals and objectives into the planning and execution of new buildings.	Ensure that architects are briefed on our requirements for accessibility.	2024-2029	Bursar	Clear objectives evident in architectural briefs.

Improving access to the curriculum

Accessibility Policy					
	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Improve differentiation for all pupils with SEND	Consistent implementation of Universal Strategies by subject teachers	Ongoing	DLS	The needs of all pupils are met in the classroom
	Improve access to the curriculum for pupils with severe SPLD	Continued development and use of Read/Write Gold and Microsoft Dictate to negate the need for Readers and Scribes if appropriate	Sept 2025 to Sept 2028	DLS	All pupils who need readers and/or scribes can practice using technology to support their needs
Medium Term	Improve access to curriculum materials for the visually and auditory impaired.	All materials to be reviewed as appropriate.	August 2026	All HoDs	Any pupils with visual or auditory impairment can access curriculum materials

Long Term	Improve access to the curriculum for pupils with emotional difficulties	Increase resourcing of counselling through the wellness centre.	Ongoing	Deputy Head Pastoral Wellness Centre	All pupils with emotional difficulties can be offered appropriate and relevant support as and when required.
		Develop pupil well-being.	Ongoing		

Accessibility Policy

Improving access to information



	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	All information for Parents, Prospective Parents, Pupils and Visitors to be presented in a Dyslexic friendly format	All documentation to follow Dyslexic Friendly guidelines as published i.e. Calibri 12	Ongoing	All	All members of the community who are diagnosed dyslexic are able to access information made available to them
Medium Term	All information for Parents and Prospective Parents to be available in first languages.	Develop process for the translation of Parent Information into a range of languages.	Ongoing	Admissions	All Parents and Prospective Parents are able to read School information in their first language.
Long Term	All information for Parents and Prospective Parents available to the Visually and Auditory Impaired	Develop systems to ensuring that information is translated as appropriate.	Ongoing	Admissions	All Parents and Prospective Parents with either visual or auditory impairment can access School information.

Accessibility Policy



Site Plan

- 1 Assembly Hall**
- 2 Science Centre**
Pasteur Lab, Jenner Lab, Haber Lab, Curie Lab, Hubble Lab and Mendeleev Lab
- 3 Swimming Pool**
- 4 PE**
- 5 Sports Hall**
- 6 The Orchard**
- 7 Sixth Form Centre**
- 8 Benians Building**
Textiles, Food Tech and Rooms 21 to 24
- 9 Art & Design**
- 10 DT Workshop**
- 11 Hayward Block**
Downstairs: Rooms 1 to 5 and Rooms 11 to 16
Upstairs: Rooms 6 to 10
- 12 Holmes Building**
Rooms 17 to 20
- 13 School Office**
- 14 The Wellness Centre**

