



Accessibility Plan

Beech Hill Community Primary School

Reviewed by: A.Saddington

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Definition of disability:

“When a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’. Some medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect” Equality Act 2014

1. Aims

Reasonable adjustments are changes that organisations such as schools and people providing services must make if someone’s physical or mental disability puts them at a disadvantage compared with others who aren’t disabled.

This is separate to requirements related to physical changes that make a building accessible, such as disabled toilets. It means schools have a legal obligation under the Equality Act to support pupils who are disabled with reasonable adjustments, making sure they can benefit from what the school offers in the same way as a pupil who isn't disabled.

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.

At Beech Hill Community Primary School our core value of equality demonstrates our wish to include all.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan i.e. local authority, SEND support agencies, community, parents/carers/ guardians, other schools in the locality and the beyond and others who support is the achieving the best for all our children.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, community and governors of the school.

2. Legislation and 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.

Accessibility Plan 2024-2027

Beech Hill Community Primary School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Governing Body.

Definitions of SEND-

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND code of Practice 2014)

'Many children and young people who have SEND may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise:

'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years' providers, post-16 institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people

- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to

what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The School Prospectus.
3. The Equality Action plan.
4. The Behaviour Policy.
5. The SEND policy.
6. The School Offer known as the School Information Report.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEND Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible

for pupils with disabilities.

Current position

Curriculum:

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEND team.
- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Using specialist teachers to support learning and to give pastoral and inclusion support.
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the target setting process.
- Using specific, small steps assessment tools which are appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work, 'mind-friendly' learning strategies (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled TAs to support learning.
- Buddy schemes to support vulnerable pupils.
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Targeted interventions to support emotional well-being

- Close workings with the Virtual Schools team for looked after children.
- Recent training has taken place in SEND, Coaching, ADHD, Team Teach/De-escalation, Motor Skills United, asthma, diabetes and there are a high number of trained first aiders.

Physical Access:

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users
- Wheelchair access to all buildings.
- 3 accessible car park spaces are available on the school car park adjacent to the playground entrance gate. 1 accessible space on the layby on the main road adjacent to school.
- Accessible toilet facilities are available in both buildings as are hygiene site facilities. In the main building there is a changing bed in the hygiene suite.
- Adapted/specialised furniture and ICT equipment is provided to meet individual needs.
- There are private room spaces to enable confidential meetings to take place with SENDCo, counselling staff, school staff, support agency staff and parents.
- Space for small group work and individualised work for targeted learners.
- Children's work is shown to be valued by use in displays around the school.
- The outdoor learning environment is being further developed to enhance pupil's health and well-being.
- Access issues take priority in adaptations and improvements of the learning environment.
- We aim for communal spaces to be 'clutter-free' to facilitate easy movement around the buildings.

Information Access:

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for identified pupils.
- Parent section on website with access to policies and class activities
- Text messaging/email contact to parents

The following identifies specific activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Monitoring

The performance of individuals continues to be monitored on a half termly basis through half termly progress discussions with phase leaders and termly progress meetings with the Head and SENDCo. The performance of groups, including those with SEND and/or a disability, takes place on an annual basis with each class teacher. For pupils with an EHC plan, their performance is reviewed annually through their Annual EHCP review.

The Head teacher maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. This can be found on our online system SIMS. All such incidents will be included in the termly report to governors. The SEND Governor will receive updates regarding any such incidents.

Aim: Improve and maintain access to the physical environment

Current good practice includes:

The environment is adapted to the needs of the pupils as required. This includes:

Appropriate corridor width

Disabled parking bays

Disabled toilet & changing facilities

Shelving/tables at appropriate height for wheelchair users

External doors accessed without steps

Access to trips/off site experiences is provided

Short term targets	Actions	Timescale	Responsibility	Success criteria
School is aware of the access needs of disabled children. Emergency evacuation routes are suitable for all	Regularly update access plans for individual disabled children including risk assessments, HCPs, PEEPs	On entry to school & annual review thereafter	Inclusion Lead Learning Mentor	Individual plans in place for all disabled pupils & all staff aware of all pupil's access needs
Parents aware of access arrangements for disabled children with regard to the car park	Regular reminders sent home to parents with regard to use of the school car park. Car park open to staff & parents of pupils with disabilities	Termly reminders	Office staff	Pupil access for disabled persons highlighted in a target to raise awareness amongst families, staff and Governors in commitment to meet access needs
Medium term targets	Strategies	Timescale	Responsibility	Success criteria
To maintain current analysis of the physical environment	Annual accessibility audit of school buildings & grounds. Ensure surfaces are in good condition without trip hazards Consider using tactile signage	Annual: Sept 2024	Inclusion Lead SBM SEND Gov	Accessibility of school buildings & grounds audited by Governors. Suggest actions & implement as budget allows & monitor impact
As school reduces size to one form entry, ensure that classroom fixtures and fittings are appropriate for the age group	Ensure that all furniture in a classroom is organised in such a way as to not restrict a student's access to particular equipment or observe activities. Ensure those with physical impairments are considered when planning activities or events.	Annual: Sept 2025 Sept 2026 Sept 2027	Inclusion Lead HT SBM	Classrooms and offices are welcoming and appropriately resourced spaces and are accessible for all even those with physical impairments.

	<p>Ensure screen at front of room is visible for all pupils and particularly with physical impairments.</p> <p>Assessment of size and furniture layout in offices (pastoral) to enable all to access.</p> <p>Adaptations made as per required to allow all to attend meetings and events irrespective of physical capabilities – suitable rooms selected.</p>			
Equipment such as sound bars and speakers are functioning properly and fit for purpose	<p>Liaison with SSET.</p> <p>Annual access plans are reviewed on transition and equipment relocated or new equipment purchased.</p>	<p>Annual:</p> <p>Sept 2025</p> <p>Sept 2026</p> <p>Sept 2027</p>	<p>Inclusion Lead</p> <p>HT</p> <p>SBM</p>	Deaf students can access all lessons in the areas of the school they use
Long term targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure that all children with additional needs can access all areas of the school environment (as reduction to one form entry continues)	Create access plans for individual disabled children as part of class profile process Adapt environment as required to meet need	January 2027	<p>SENDCo</p> <p>SBM</p> <p>HT</p> <p>Governing Body</p>	Children will have full access to the physical environment (indoors & outdoors)

Aim: Improve access to the curriculum for pupils with a disability

Current good practice which includes:

A broad, balanced and relevant curriculum for all pupils

Resources/strategies tailored to the needs of pupils who require support to access the curriculum

Curriculum resources include examples of people with disabilities

Curriculum progress is tracked for all pupils including those with a disability

Targets are set effectively and are appropriate for pupils with additional needs

Awareness of disability sport is regularly brought to the fore. The Sport offer is accessible to all including regular support from PDOS & IHL Disability lead

Short term targets	Actions	Timescale	Responsibility	Success criteria
<p>Increase staff understanding of planning for adaptations to the curriculum alongside small steps assessment for pupils who are working significantly behind their chronological age group</p>	<p>Work alongside individual staff to plan a personalised “engagement curriculum” for specific pupils</p>	<p>April 2026</p>	<p>Inclusion Lead Individual staff teams</p>	<p>Raised staff confidence is The principles of the “Engagement curriculum” & how to assess & set targets for pupils using small steps trackers</p>
<p>Further develop consistency of approach to use of alternative recording alongside small steps assessment for children working significantly outside of chronological age group</p>	<p>INSET on use of BSquared including use of baseline within the electronic system which enables the tracking of progress</p>	<p>July 2025</p>	<p>Inclusion Lead</p>	<p>Use of small steps trackers will be use consistently across school</p>

Medium term targets	Strategies	Timescale	Responsibility	Success criteria
To continue to develop the assessment of INA pupils to identify underlying SEND at the earliest opportunity	<p>Restructure the Induction process to include the use of interpreter and a more detailed information sharing on the initial contact with parents</p> <p>Ascertain proficiency in home language through the use of translation via an adult/older child speaking the same language</p> <p>Rigorous use of the Bell Tracker to track progress for EAL pupils</p> <p>Onward referrals to outside agencies eg SALT made in a timely manner taking into account the silent period of 3-6 mths max</p>	July 2026	Inclusion Lead/EAL lead	Pupils will be tracked closely & underlying SEND identified at the earliest opportunity
Long term targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure Support staff have access to training on specific disability issues	Audit training received & plan for areas with regard to individual children	July 2027	Inclusion Lead AHT	Improved confidence of support staff
Ensure children under the Equality Act participate equally in after school and lunchtime activities	<p>Survey participation in clubs & ascertain any barriers that may be present</p> <p>School to embark on the OPAL programme (outdoor play and learning)</p> <p>Include Outreach- PDOS</p>		PE lead Inclusion lead Play development committee	Children identified under Equality Act are confident & able to participate equally in extracurricular activity

Aim: Improve access for information for children

Current good practice includes:

A range of communications methods to ensure that information is accessible to pupils which include: internal signage, large print resources, pictorial/photographic or symbolic representations, sign to accompany spoken language

Good use of translation apps to support communication with pupils and parents where English is not the first language

Short term targets	Actions	Timescale	Responsibility	Success criteria
To use a range of strategies to support pupils who have limited reading skills to access the whole curriculum	Use apps eg Widget to provide pictorial representation alongside the written word to facilitate understanding	July 2026	SENDCo Classteachers	Pupils have increased access to the whole curriculum
To continue to develop strategies for pupils with communication needs eg ASC	Ensure that staff attend relevant training & cascade to other staff across school	July 2027	SENDCo Identified support staff	Staff provide a range of methods of sharing information to meet individual need
To improve pupil access to meetings eg EHCP review	Adopt person centered approach.	July 2026	SENDCo Pastoral lead	Pupils to feel they have increased ownership of their meeting
Medium term targets	Strategies	Timescale	Responsibility	Success criteria
To assess sensory need of pupils on an annual basis	Ensure that signage meets the needs of all users in all buildings Ensure that auditory support meets the needs of all pupils. All staff are trained in strategies to support pupils with sensory needs	July 2027	SENDCo HT SBM	Pupil need is identified & strategies/resources are in place alongside trained staff
Teachers give consideration to communication in its broadest sense & review	Include specific needs in one-page profile State in planning, where necessary where	July 2027	SENDCo ICT lead	Children able to access the curriculum overcoming barriers to learning with support where necessary

potential barriers to communication in light of technological & other alternative forms of communication	strategies additional to/different from are needed for pupils who have difficulty accessing information eg VI/HI/EAL& other children with communication barrier Training provided as required Scrutinies/feedback to teacher			
Long term targets	Strategies	Timescale	Responsibility	Success Criteria
To increase staff confidence in using high impact/low cost strategies	Widget online Sensory toys to maintain concentration Large print versions	July 2026	SENDCo Class teachers	Staff are confident to support pupils using a range of strategies to maximise pupil access

Aim: Improve access for information for parents/carers

Current good practice includes:

A range of communication methods are employed including: newsletters which are emailed to families, text messages, Twitter messages, dedicated SEND twitter feed, LA interpreters are sought via the EMAS team to communicate with EAL families, staff verbally summarise letters where low levels of literacy are known

Short term targets	Actions	Timescale	Responsibility	Success criteria
Review information to parents/carers to ensure that it is accessible	<p>Ask parents about access needs when child is admitted to school</p> <p>Consider easy-read versions of letters where there are low levels of parental Literacy/access for EAL parents</p> <p>Consider hard copy letters in large print where there is need</p> <p>Consider use of text-to-speech & translation apps such as Seeing AI & Google Translate to provide audio versions</p>	July 2027	EYFS lead Office staff	All parents receive information in a format that they can access eg audio,translated, large print, easy read, braille,
Inclusive discussion of access to information in all EHCP annual reviews	<p>Ask parents about preferred formats in all reviews</p> <p>Create one page summary sheet for annual EHCP review</p>	July 2026	SENDCo	Parents able to access summary of meeting in easy read format
Medium term targets	Strategies	Timescale	Responsibility	Success criteria
Establish EAL as an accessible need	<p>Routinely offer interpreter to EAL parents for all induction meetings to gain background information and additional meetings as required</p> <p>Remind families of translation apps & translation facility on the website</p>	July 2026	SENDCo Class teacher Office manager	EAL parents understand information relayed to them

Long term targets	Strategies	Timescale	Responsibility	Success Criteria
Improve accessible communication for parents	<p>Work with parents of disabled children to produce an accessible SEND leaflet for parents</p> <p>Increase the consistency of information sharing using text messaging/Dojo</p>	July 2027	<p>SENDCo</p> <p>Pastoral lead</p> <p>EYFS/Computing lead</p>	Increased confidence of parents of disabled children & those with SEND to support their children's education