Beech Hill Primary School
Accessibility Plan
2025-2028

Aims
Beech Hill Primary is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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. Schools are required under the Equality Act 2010 to have an accessibility plan.

The Accessibility Plan will:
1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

The Accessibility Plan should be read in conjunction with the following school policies:

- SEN policy and information report
- Teaching and Learning policy
- Behaviour policy
- School improvement plan
- Health and Safety
- Administering medicine policy
- Behaviour policy

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum.
Our aim at Albion is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be regularly updated.	Medical officer	Ensure SEND register reflects current pupils being supported. Add notes to SEND register on CPOMS with relevant developments. Ensure Medical register and Care plans are up to date on CPOMS. Liaise with parents and external agencies (e.g...paediatrician) to ensure we receive up- to-date reports.	SEND register and paperwork for individuals. Care plans	To be continually updated but checked termly.	SEN and Medical needs will be up to date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents.	SLT	Introductory meetings in the autumn term to teachers and SENCO, followed by termly meeting with parents and carers. Termly review meetings with parents of children with SEN support plans and EHCPs.	-Up-to-date SEN support plans and EHCPs -Rooms for meetings booked out in advance	On going. Termly meetings.	Increased engagement of parents.
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENCO	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENCO to attend Sen networks and build relations with other local SENCOs.	-Teacher/SENCO time	On going	Transition for children from nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	SENCO	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc. TA training on adapting lessons and using scaffolding for pupils with additional needs. Staff meetings addressing inclusive practice and SEND procedures. SENCO to do 1:1 sessions with teachers who need bespoke guidance for pupils.	-Staff meeting -TA training -SENCO/Teacher's time -External agency training	On going All staff to feel confident within a year and CPD timetable to be revised termly as the cohort and training needs changes.	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.

		New staff to have SEN included in their induction to understand the needs of their class.			
Use appropriate assessment tools and activities for children working pre-key stage.	SENCO	Ensure staff are familiar with SCART toolkit Use other professionals suggestions for adaptations of the curriculum. SENCO to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage.	-SENCO/Teachers time - External agency support	Annual training Introduced to new staff during induction	Children working pre-key stage will have consistent approaches for assessment and planning via SCART tool. Children working pre-key stage will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	SENCO	To liaise with parents. To liaise with external agencies . Make relevant referrals to external agencies To identify training needs.	-Staff training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate specialised equipment is used to benefit individual pupils and staff.	SENCO	Ipads available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment Eg. PECS, visual timetable, wobble cushions etc. Use Widgit subscription to make resources. Ensure sensory room is fit for purpose.	-Audit of equipment and needs - Staff training - Cost of resources	One year and on going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning.
Interventions are used appropriately to help children make progress in targeted areas and skills.	SENCO Teachers	Track intervention success on Insight. Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	-Insight -Training on new interventions through external professionals -Resources required to deliver interventions	One year	Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress.
All children continue to be visible in the curriculum and resources.	SENCO Teachers	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with SEN, disabilities and medical needs in their classroom practice.	-Books -Teacher-made resources for lessons eg.teaching slides -Visitors	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Maintain safe access round the interior and exterior of the school.	School Manager Premise officer All staff	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/school staff. Safety improved with parking barriers and temporary road restrictions.	-Premise meetings - Premise walk	On going	There is safe access throughout the school.
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation.	Teachers SENCO	Audit SEND children use of clubs and extended services Risk assessments put in place if needed. Parents can attend extra-curricular clubs with their child if a 1:1 is needed.	-Registers of clubs and extended day - Risk assessments	On going	Children with additional needs are accessing clubs of their choices with the correct planning and support.
To make effective use of the Green Room and sensory areas.	Teachers SENCO	Children to use the Green Room and sensory room for regulation.	-Resources for rooms -Timetables for rooms	On-going	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals. .

3.Improve the access and delivery of information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents.	Website lead	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Website time	On going	All parents will be able to be aware of what is happening at school via the website.

Ensure written materials are available in alternative formats.	Teachers Office staff	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	Google translate Office time	On going	Parents are able to access all information and complete forms independently or with assistance.
Have interpretation and translation technology or services available for parents who cannot access spoken communication (eg.BSL) and/or English.	SLT Teachers	Use online translation tools in meetings eg.Google translate. Allow parents enough time to organise their own translators for meetings. Book translators for crucial meetings via online platforms	Translation apps Translators time.	On going	Parents and children will all be able to access meetings and have what's needed to express their views accurately and understand others clearly.