



Beenham Primary School

Accessibility Plan sept 2026

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils 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 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Actions	Responsibility	Timeframe
School building internal environment to be organised for accessibility for pupils with needs	Classrooms are arranged to meet the needs of individuals Adapted furniture and resources are provided to meet the needs of children Disabled toilets and changing facilities available	Class teachers to audit seating and furniture arrangements in classrooms regularly to ensure these meet the needs of pupils in the class Liaise with OT and other external agencies as relevant Ensure communal areas of the school are arranged to facilitate ease of manoeuvre and access for pupils, staff and visitors with additional needs	Class teachers All staff	Ongoing - annual check in October Ongoing monitoring
All pupils have full access to the curriculum	Our school offers—where appropriate, an adapted curriculum for pupils We use resources 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	Identify any pupils who are not making suitable progress Maintain and update SEN register termly Review SAPs at least termly and meet with pupils and parents to review outcomes and to set new targets Develop use of visual nonverbal communication tools Provide training for staff to enable them to support a wide range of needs	Headteacher	Termly— SAPs Training— Ongoing

	The curriculum is reviewed to ensure it meets the needs of all pupils			
All pupils have access to extra-curricular opportunities: clubs, trips and activities.	All children attend trips which have been carefully planned to meet the needs of all children	Ensure planning and risk assessments take account of all needs including transport and support of dedicated adults as required	Headteacher, Finance Officer and class teachers	Ongoing
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible This includes: Large print Resources when necessary Pictorial or Symbolic representations	Embed use of Laptops, tablet, or dictation software when necessary Develop the use of Symbols including PECS and Makaton when necessary	Class teachers All Staff	Ongoing
Staff trained in awareness of disability issues affecting pupils on roll	Our school has a SEND register which is updated termly. Children are identified who are not making progress SAPs are written with the class teacher and shared with parents termly Staff are trained in various interventions to support children	Identify staff to undertake training on awareness and meeting needs of pupils with additional diagnosed needs (e.g. physical disabilities, ADHD, ASD, dyslexia) Training may be led by SENCo, LA CALT team, ASD support teacher, EP, or OT or another medical professional	Headteacher	Ongoing, based on the profile of the pupils on roll, and the staffing arrangements put in place to meet these needs Staff training needs reviewed on a termly basis