



Beckingham Primary School

Accessibility Plan

Date Reviewed: May 2026

Next Review: May 2028

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Statement of intent

This plan outlines how Beckingham Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy

- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an [annual](#) Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

| | Issue | What | Who | When | Outcome | Review |
|------------|---|---|---------------------------------------|--------------|---|-------------|
| Short term | <p>To ensure that all pupils are differentiated for appropriately in planning and teaching for core and foundation subjects :</p> <p>HT and Subject Leaders to monitor planning and carry out work scrutiny. Classrooms practice promotes the participation and independence of all pupils Staff training focusing on how to identify specific barrier, and clear target setting in order to ensure appropriate provision</p> | Audit of the curriculum | Headteacher, teachers, SENCO | January 2026 | Management and teaching staff are aware of the accessibility gaps in the curriculum | Summer 2026 |
| | Staff training in supporting pupils with SEND – focus on key areas of need within the school e.g. Dyslexia. Identify gaps and ascertain teacher | INSET provided to staff members Training for teachers on | Headteacher, external advisors, SENCO | Summer 2026 | Staff members have the skills to support pupils with SEND | Autumn 2026 |

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|--------------------|---|--|-----------------|--------------|--|-------------|
| | feedback regarding CPD opportunities and seek external advice if necessary | differentiating the curriculum | | | | |
| Medium term | <p>To ensure the use of intervention is used as part of the graduated approach to SEND, eg, plan, do, review cycle reveals a child requires additional and different intensive small group/1:1 intervention using evidence-based programmes to maximize impact.</p> <p>Adult leading intervention will feed into 'Assess, Plan, Do, Review' cycle by identifying appropriate strategies and will work with child and teacher to develop these strategies in the classroom</p> | Needs of pupils with SEND are incorporated into the ESP and planning process | Teachers, SENCO | January 2026 | All children with ESPs have targets that are understood by all staff and interventions are in place so that children make progress in line with expectations | Summer 2026 |

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|------------------|---|--|------------------------------|-------------|--|-------------|
| Long term | Pupils with SEND do not have secure evidence to ensure special consideration can be applied for at the end of KS2 | Banks of robust evidence collected to show barriers that can be mitigated by special consideration | Headteacher, teachers, SENCO | Autumn 2025 | Pupils with SEND have enough evidence to apply for special consideration | Summer 2026 |
|------------------|---|--|------------------------------|-------------|--|-------------|

5. Planning duty 2: Physical environment

| | Issue | What | Who | When | Outcome | Review |
|-------------------|---|--------------------------------|---------------------------|-------------|--|-------------|
| Short term | Management does not know if the school's physical environment is accessible | Audit of physical environment | Building surveyors | Spring 2025 | School is aware of accessibility barriers to its physical environment and will make a plan to address them | Summer 2026 |
| | Management does not know of all parental access needs | Audit of parental access needs | Headteacher, Office staff | Autumn 2025 | Records of parental needs accessible for reference | Autumn 2026 |

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|--------------------|--|--|----------------------------------|-------------|---------------------------------------|-------------|
| Medium term | Pupil toilets are not accessible | Audit of pupil toilets regarding accessibility | SBM – along with ARC contractors | Autumn 2025 | Access to toilets is increased | Autumn 2026 |
| Long term | Children with physical disabilities cannot access all school buildings | Audit of buildings regarding accessibility | SBM/building contractors | Autumn 2025 | School buildings are fully accessible | Autumn 2027 |

6. Planning duty 3: Information

| | Issue | What | Who | When | Outcome | Review |
|-------------------|--|--|--------------------|-------------|--|---------------|
| Short term | Management staff do not know whether school information is accessible to all | Audit of information and delivery procedures | SENCO, ICT manager | Spring 2026 | School is aware of accessibility gaps to its information delivery procedures | Summer 2026 |

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|--------------------|---|--|--------------------|-------------|---|-------------|
| | School does not know how to make written information accessible | Schools seeks advice from external advisors | SENCO | Summer 2026 | School is aware of local services for converting written information into alternative formats | Spring 2027 |
| Medium term | Written information is not accessible to pupils with visual impairments and/or dyslexia | Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds | SENCO, ICT manager | Spring 2026 | Written information is fully accessible to children with visual impairments and/or dyslexia | Summer 2026 |
| Long term | School website is not accessible to stakeholders with SEND | Audit of website | ICT manager | Summer 2026 | Website is fully accessible | Autumn 2026 |

7. Monitoring and review

This plan will be reviewed on an bi-annual basis by the governing board and headteacher. The next scheduled review date for this plan is [May 2028](#). Any changes to this plan will be communicated to all staff members and relevant stakeholders.