



Accessibility Plan

November 2025



Accessibility Plan

Adopted: July 2025

Review date: July 2028

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Beardall Fields Primary and Nursery School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

Our school opened in September 2014, the building and access provision is in line with current standards. The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated a

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Access to the curriculum (Teaching and Learning)						
1. Increase staff confidence, knowledge and skills.	<u>June/July 2025</u> Transition focus for key children – staff to liaise and begin work with pupils	1. Good relationships will be built up between children and next years staff 2. Staff are aware of health and emotional needs of pupils, and are able to provide essential provision and care.	<u>Rolling programme of CPD</u> Provide more specific and in-depth training for key staff working with pupils with disabilities on a day-to-day basis.	Provision for pupils will be continually adjusted as appropriate because staff will have developed knowledge, confidence and skills.	<u>June 2025</u> <u>June 2026</u> <u>June 2027</u> Annual review rolling program will reflect the needs of the new cohort and training needs of staff.	Up to date best practice will continue to be in place and ensure equality of access for pupils.
2. Provide quality first teaching, alongside SEN Support provision.	<u>Sept 2025</u> Ensure all teaching and midday staff have access to and training on key information regarding specific pupils.	3. All children will have access to quality first teaching.				

Hearing difficulties	<u>Sept 2025</u> Acoustic assessment by Physical Disability Support Service in Year 3	The environment will be assessed to consider how it can be improved so that learning opportunities are enhanced.	<u>Autumn / Spring 2026</u> Support from Hearing Impairment Team to give advice	Strategies will be used in class to enhance learning opportunities for pupils with hearing difficulties	<u>July 2025</u> <u>July 2026</u> <u>July 2027</u> Transition discussions to pass on strategies to be put in place for pupils with hearing difficulties	New teachers and TAs will know and use the best strategies and resources to deliver Quality First Teaching for pupils with hearing difficulties.
Sensory needs	<u>October 2025</u> Review sensory curriculum for children with cognition and learning difficulties autism and sensory processing needs	Curriculum access is directly linked to sensory activities To support regulation and participation/engagement for these pupils.	<u>Ongoing</u> Termly review of sensory curriculum	Environmental and curriculum adaptations through multisensory approaches and access to a broad and balanced curriculum	<u>2025 2026, 2027</u> lesson observations, learning walks and pupil voice.	Children with complex learning needs make progress from their starting point and sensory adaptations are evident
Educational visits	<u>Autumn term 2025</u> Teachers to plan	All pupils have the opportunity to participate in educational and residential visits available to their year group.			<u>Summer Term 2025, 2026, 2027</u>	All pupils will have access to educational and

	visits that are accessible to all over the next year. Barriers to be overcome through discussion with SENCo and parents.				Begin forward planning residential visits for pupils with additional needs for the following year.	residential visits.
Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Access to the physical environment						
Evacuation and lockdown	<u>Sept 25</u> Review PEEPs for pupils who need additional support to get in or out of the building safely	Evacuation and lockdown procedures are practiced and in place for pupils who need it.	Updated annually July 2025 July 2026 July 2027			Pupils will feel safe and supported. Safety will be prioritised for pupils

	and quickly.			
Caterpillar outdoor provision	Autumn term 2025 New outdoor resources	All weather provision is established for access throughout the year to allow the enhanced provision to be continued outdoors	2026/2027 Gated area allows for enclosed and safe area for curriculum access	Caterpillar room pupils will have access to improved outdoor provision. This is an ongoing goal.

This will be reviewed annually by the SENCo and reported to the governing body.

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

SEN governor

Date:

Headteacher

Date:

SENCO

Date: