



## Accessibility Plan

Adopted: July 2022

Review date: July 2025

### 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 an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

*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.

Being a new build school that 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 annually by the SENCo and reported to the governing body.

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 2022</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	<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 2023</u> <u>June 2024</u> <u>June 2025</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 2022</u> Ensure all teaching and midday staff have access to and training on key information regarding specific pupils. Focus on: achondroplasia anaphylaxis, allergies, Autism, ADHD, anxiety, hearing difficulties, diabetes	2. Staff are aware of health and emotional needs of pupils, and are able to provide essential provision and care.  3. All children will have access to quality first teaching.				
Hearing difficulties	<u>Sept 2022</u> Acoustic assessment by Physical Disability Support Service in FS2	The environment will be assessed to consider how it can be improved so that learning	<u>Autumn / Spring 2022</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 2023</u> <u>July 2024</u> <u>July 2025</u> Transition discussions to pass on strategies to be put in place for pupils with	New teachers and TAs will know and use the best strategies and resources to deliver Quality First

		opportunities are enhanced.			hearing difficulties	Teaching for pupils with hearing difficulties.
<b>Priority area</b>	<b>Short term</b>	<b>Outcome</b>	<b>Medium term</b>	<b>Outcome</b>	<b>Long term</b>	<b>Outcome</b>
Resources	<u>October 2022</u> Review sensory provision for children with autism and sensory processing needs	Rest breaks and sensory activities support regulation and curriculum access for these pupils.	<u>Autumn 2 2022</u> lesson observations, learning walks.	Effective differentiation through visual and tactile resources and access to a broad and balanced curriculum is evident – to support understanding of disadvantaged pupils and pupils who have SEND	<u>Spring term 2022, 2023, 2024, 2025</u> lesson observations, learning walks and pupil voice.	Effective differentiation through visual and tactile resources and access to a broad and balanced curriculum is evident – to support understanding of disadvantaged pupils and pupils who have SEND
Education al visits	<u>Autumn term 2022</u> Teachers to plan visits that are accessible to all over the next year. Barriers to be overcome through discussion with SENCo and parents.	All pupils will be able to participate in educational and residential visits available to their year group.			<u>Summer Term 2023, 2024, 2025</u> Begin forward planning residential visits for pupils with physical needs for the following year.	All pupils will have access to educational and residential visits.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Access to the physical environment						
Evacuation and lockdown	<u>Sept 22</u> Review PEEPs for pupils who need additional support to get in or out of the building safely and quickly.	Evacuation and lockdown procedures are practiced and in place for pupils who need it.	Updated annually July 2023 July 2024 July 2025			
EYFS and KS1 Nurture room	<u>Summer 2022/ Autumn 1</u> Remove the cupboards in the middle of the room, fridges and cooker.	Moveable and fixed furniture will be removed to develop a better learning environment.	<u>Spring 2023</u> Begin to develop outdoor provision for EYFS/ KS1 Nurture. SENDCo to liaise with EYFS leader.	EYFS/KS1 Nurture pupils will have access to improved outdoor provision. This is an ongoing medium and longer term goal.		
Accessibility of information						
Providing information to parents	<u>July 2022</u> Office and class staff provide information to parents in a range of formats: Class Dojo information, newsletter, face to face	Stakeholders will know that, information is available in a range of formats, and that they can approach any member of staff to support information sharing.			<u>Annually</u> <u>July 2023</u> <u>July 2024</u> <u>July 2025</u> Staff liaise with next year's staff passing on information about parent and carer needs regarding sharing information.	Staff will meet needs of parents and carers who require additional support with accessing information.
Support for parents / carers of pupils who have English as	<u>As required</u> Request interpreter services or provide access to	All parents/ carers can access information from school.				

an additional language	translation of information					
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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.

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**Signed by**

\_\_\_\_\_ **SEN governor** **Date: .....**

\_\_\_\_\_ **Headteacher** **Date: .....**

\_\_\_\_\_ **SENCO** **Date: .....**