



Accessibility Plan 2025-2028



Beaconfields
Primary School

Access to the Physical Environment

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>The needs of all children are met.</p>	<p>Create access plans for individual children as part of the EHCP process.</p> <p>For pupils with additional needs ensure one-page profile information sheet is available and shared with all staff to ensure continuity of care for the children</p> <p>During summer term comprehensive transition meetings to be held for pupils with SEND to ensure all relevant information is shared.</p>	<p>As required</p> <p>One-page profile for children with specific needs as required</p>	<p>SENCO /teachers</p> <p>SENCO</p>	<p>EHCP for pupils are shared with all staff, All staff are aware of all pupils' needs.</p> <p>One-page profile in place for all SEND children All staff & governors are confident that their needs are met.</p>
<p>CPD for all staff on the needs of all pupils.</p>	<p>Ensure transition meetings are held with previous settings for new pupils with SEND.</p>	<p>Ongoing</p>	<p>SENCO/ EY SENCO/class teachers</p>	<p>Smooth transition of pupils new to Beaconfields and to new year groups. Needs of new pupils are identified, information gathered and shared with all staff.</p>

<p>Ensure all pupils, staff, parents/carers have access to all areas of the school building including Early Years.</p>	<p>Ensure that nothing is preventing wheelchair access.</p>	<p>Regular check to ensure the area in clear of obstructions</p> <p>Seating in place</p>	<p>Site Supervisor / Health & Safety /HT</p> <p>H&S supervisor Headteacher</p>	<p>Disabled parents / carers / visitors feel welcome.</p>
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<p>Ensure emergency evacuation procedures take account of all needs of pupils and adults with disabilities</p>	<p>Ensure that pupils with additional needs are identified and their needs reviewed</p> <p>Completion of a PEEP for all children and adults that require one.</p> <p>Ensure all staff are aware of the pupils needs through one page; profiles and appropriate planning including places of safety are identified.</p> <p>Ensure staff responsibilities are established for identified pupils</p>	<p>Ongoing and reviewed to ensure pupils needs are met</p>	<p>SENCO</p> <p>Headteacher</p>	<p>Identified pupils are safe and have a clear procedure in place to meet their needs in case of an emergency requiring evacuation.</p> <p>Identified staff are able to assist in an efficient evacuation procedure.</p>
<p>Ensure appropriate furniture and apparatus is available for all pupils.</p>	<p>Plan for the purchase of the necessary furniture and equipment to meet the needs of pupils with disabilities.</p>	<p>On going</p>	<p>SENCO/ Headteacher</p>	<p>Pupils have the correct equipment to support access to the curriculum.</p>

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure all staff are aware of all SEND pupil's curriculum access	One-page profile for SEND pupils when appropriate. Pupil's EHC P is shared with all staff Pupils with dyslexic tendencies have access to workbooks and worksheets on buff coloured paper and an overlay when reading	Review annually As needed	SENCO	All staff are aware of individual's needs of all pupils with SEND and those with EHCP All pupils needs are met
Ensure work stations are available for identified pupils.	Each classroom to have a small individual table that pupils can access as and when they feel the need. The workstation is kept uncluttered with only the necessary equipment for identified pupils.	Review annually	SENCO/class teachers	All pupils with ASC have a work station available Pupils recognise when they need to work at the available work station and have equipment available to continue to access the
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	SENCO/ class teacher	All pupils are able to access all school trips and take part in a range of activities
Ensure PE is accessible to all pupils	Ensure the PE curriculum includes disability sports	Ongoing	SENCO & PE co-ordinator	All pupils have access to PE T.A. will be there to support at all times where a pupil has a specific need
Ensure all children can take part equally in and have access to after school clubs	Staff running after school clubs ensure all pupils have equal access to all clubs.	As required	SENCO/ class teachers	All children feel able to participate equally in after school activities.

Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage around school to be in relevant languages to meet the needs of pupils and parents/carers at Beaconfields	Signage in Beaconfields designed to be accessible	Regularly reviewed	Headteacher / SENCO / class teachers	
Information can be accessed by all parents and carers regardless of own ability.	Ensure all staff are aware of the needs of parents/carers. Use a variety of communication streams to support parents. SEND page on school website updated termly. School information report available		SENCO / Headteacher	Parents are supported with understanding any meetings that are taking place.