

Beechcroft Infants School Accessibility Plan 2026-2028

Purpose of the Plan

The purpose of this plan is to show how Beechcroft Infants School intends, over time, to increase the accessibility of our school for all children.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled children in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled children in the following areas required by the planning duties in the DDA:

- increasing the extent to which disabled children can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled children of information, which is provided in writing for children who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the child's disabilities and the preferred format of children and parents/carers and be made available within a reasonable timeframe.
- Improved awareness of Equality and Inclusion.

Beechcroft Infants School aims to treat all stakeholders, including children, prospective children, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled children, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled children.

The school will make reasonable adjustments, where required, to ensure that all stakeholders can access information, services and opportunities equitably, in line with relevant school policies and the Equality Act 2010.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The majority of the school site and playground is accessible for a person in a wheelchair. The only part of the site that is not suitable for wheel chairs is Class 2.

The Current Range of Disabilities within Beechcroft Infants School

The school has children with a range of disabilities which include Autistic Spectrum Condition, Global Delays, ADHD, Speech and Language difficulties, Dyspraxia, Cerebral Palsy, Duchenne Muscular Dystrophy, Breathing issues, Juvenile Idiopathic Arthritis, moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents/carers.

We have a number children who have asthma and all staff are aware of these children. Inhalers are kept in the admin block and a record of use is noted.

Some children have allergies or food intolerances and require antihistamine/Epipens. These are kept in the classrooms.

All medical information is collated and available to all necessary staff, the head teacher has a copy and staff are also informed via CPOMS.

We have competent trained First Aiders who hold current First Aid certificates and 5 members of staff who are paediatric trained.

All medication is kept in a secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents/carers outlining the illness, quantity of medication needed, duration and time for administration. All medication that is given, is recorded and witnessed.

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Targets	Strategies	Outcome	Timeframe	Achieved
Accessibility Plan and Equality Statement becomes an annual item at the FGB meetings.	Clerk to add both documents to the annual FGB monitoring schedule.	Compliance with statutory requirements and strengthened governance oversight.	Annually	
Ensure all policies reflect inclusive practice and procedure.	Review each policy to ensure alignment with the Equality Act 2010 and best SEND practice.	Policies consistently reflect current legislation and inclusive approaches.	Ongoing	
PHYSICAL ENVIRONMENT				
Ensure school buildings and grounds remain accessible for all pupils, staff and visitors.	Conduct regular accessibility walks; identify actions; implement improvements as budget allows.	Physical access to learning and social environments continues to improve.	Ongoing	
Ensure safe evacuation of all pupils and staff.	a) <ul style="list-style-type: none"> • Create and maintain updated PEEPs for individuals who require them. • Purchase specialist evacuation equipment as needed. • Include evacuation procedures in staff induction. • Review and adapt procedures after each fire drill or as needs change. 	All individuals can be evacuated safely, promptly and with dignity.	Ongoing	
CURRICULUM				
Ensure staff are trained to support children with a range of SEND.	Identify vulnerable pupils; create targeted support timetables; provide training for teachers and TAs linked to current needs.	Staff confidence and capacity increases; pupils feel fully included in learning.	Ongoing	

Monitor and track progress for all SEND pupils.	Conduct class progress meetings with a SEND focus; update IPPs regularly and share with parents/carers.	Early identification of needs and improved progress and attainment.	Ongoing	
Ensure staff are trained to support children with a range of SEND.	Identify vulnerable pupils; create targeted support timetables; provide training for teachers and TAs linked to current needs.	Staff confidence and capacity increases; pupils feel fully included in learning.	Ongoing as need arises	
Monitor and track progress for all SEND pupils.	Conduct class progress meetings with a SEND focus; update IPPs regularly and share with parents/carers.	Early identification of needs and improved progress and attainment.	Ongoing	
Ensure access to all out-of-school activities.	Review practice for clubs, trips and events; complete risk assessments; seek advice from parents/carers; provide staff training.	All children can participate in enrichment activities; reasonable adjustments embedded.	Ongoing	
Maintain close links with external agencies.	Ensure regular communication and collaborative planning with relevant professionals.	Clear, joined-up approaches meeting children's needs effectively.	Ongoing	
Provide specialist equipment to promote participation and independence.	Assess individual needs each term; provide appropriate resources (e.g., pencil grips, ear defenders, writing slopes).	Pupils develop independence and access learning more effectively.	Reviewed termly by SENDCo	
Review TA deployment to ensure effective support.	Review as part of progress meetings and adjust staffing in response to pupil need.	Support is flexible, targeted and effective.	As needed	
Meet needs of individuals during statutory tests.	Assess pupils in line with classroom practice; provide additional time, resources or access arrangements where appropriate.	Barriers to assessment reduced; pupils can demonstrate their true ability.	Annually	
WRITTEN/OTHER INFORMATION				

Ensure all parents/carers can access written and verbal information.	Provide information in alternative formats when required.	All families can fully access school communications.	As needed	
Increase awareness of Swindon Local Offer.	Promote the Local Offer via school website and communications.	Parents/carers understand services available locally.	Ongoing	
Ensure reasonable adjustments are made for parents/carers with disabilities or access needs.	Proactively identify needs; offer alternatives such as phone consultations or written communications.	Parents/carers are able to engage fully with their child's education.	Ongoing	

Approved by governors: May 2026

Review date: May 2028