



**Beaupré**  
COMMUNITY PRIMARY SCHOOL

# **Accessibility Policy and Plan**

This policy was approved  
**April 2026**

Signed by Headteacher: .....Date: .....

Signed by Chair of Governors: ..... Date: .....

**This policy should be reviewed annually**

*“Together unlocking the potential of every child, inspiring children, improving lives”*

# Accessibility Policy and Plan

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan.....	3
4. Meeting the School's Anticipatory Duties .....	5
5. Monitoring Arrangements.....	6
Appendix 1: Accessibility audit.....	7

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, and will work with the local authority to achieve this.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action Plan

This action plan sets out the actions and outcomes of our accessibility plan in accordance with the Equality Act 2010.

#### Beaupré Community Primary School Accessibility Plan 2024-2025

1. Inclusion		
Actions	Outcomes	Monitoring
Accessibility Plan remains an annual item at Resources Committee meetings.	The school updates the accessibility Plan annually, and publishes on the website.	School Business Manager to add Accessibility Plan to policy review cycle.
School policies consider equal opportunities and, when necessary, disability access. These are updated with any new legislation or accessibility need.	Where relevant, new policies (e.g. curriculum) include Equal Opportunities, and policies and procedures consider disability access.	Policies and procedures are ratified by governors.
2. Environment		
Actions	Outcomes	Monitoring
School buildings and grounds, where possible, are accessible for all children and adults (e.g. wheelchair users).	The school continues to provide access to the school's physical environment for all.	J Wake and W Brooker - termly property and inspection and annual Audit. J Wake and M Munday- Termly fire and invacuation drill
School buildings and grounds are maintained to ensure accessibility for all (children and adults)	The school continues to provide access to the school's physical environment for all.	J Wake and W Brooker - termly property and inspection and annual Audit.
Ensure that parents and family members are able to access school events, e.g. parents' evenings, plays.	All reasonable measures are taken for parents to access the school site. If necessary, parents' evenings can be held by phone or reports written.	Parents' evening records, play tickets, spaces, access arrangements etc.
3. Curriculum		
Actions	Outcomes	Monitoring
Ensure all staff are appropriately updated in key aspects of social, emotional and mental health (SEMH) needs.	All staff are all updated on STEPS training, de-escalation strategies and appropriate training is provided for specific staff	Staff provide training feedback to M Munday. M Munday provides CPD update to governors.
Involve the Inclusion lead in the accessibility plan and access audit	Inclusion lead is clear about accessibility for property and curriculum Inclusion lead gains SENCO qualification whilst being mentored by headteacher.	M Munday ensures Inclusion lead is updated and informed of accessibility including property. M Munday monitors and support Inclusion lead through gaining SENCO qualification.

Continue to involve the pupil premium practitioner in SEND support work to develop further strategies and provision.	PPP works with the Inclusion lead to further developing skills to support school.	M Munday to report.
Continue to ensure that all pupils are able to access all extracurricular or off-site activities, e.g. clubs, educational visits.	All pupils are given the opportunity to participate in all aspects of the curriculum. Individual arrangements for inclusion are made when necessary.	M Munday to sign off all risk assessments, which should include individual arrangements for inclusion when necessary.
Meet the needs of individuals for assessments including statutory tests at the end of KS1 and KS2.	All pupils are assessed in accordance with regular classroom practice. Additional time and resources are applied for and used as needed.	Ongoing school assessments are reported to governors. Statutory assessments are published.

#### 4. Health

<b>Actions</b>	<b>Outcomes</b>	<b>Monitoring</b>
The school informs parents and families about infections within the school which might cause problems.	A child recovering from a serious medical condition has a minimal risk of contracting infections.	W Brooker ascertains reasons for pupils' absence on first day of absence. W Brooker and M Munday use newsletter to communicate health matters.
Ensure medical alerts including allergies are displayed in key areas, and information is readily available.	With parental permission, individual pupils' medical information, including allergies, and how to respond in an emergency, is displayed in key areas, and referred to for risk assessments.	W Brooker ensures medical information is up to date, and reports this to M Munday.
Control the administration of medicines and medication to pupils and contact relatives as appropriate ensuring at all time that the relevant procedures are adhered to. Ensure first aiders remain up to date with their training.	W Brooker acts as Medical Officer to control administration of medication and monitor first aid training records. Medication is checked and up to date.	W Brooker reports to M Munday re. Medical Officer responsibilities.

#### 5. Communication

<b>Actions</b>	<b>Outcomes</b>	<b>Monitoring</b>
Ensure that parents and members of the school community can access information.	The school communicates statutory information on the website, which includes a high contrast option. The weekly newsletter is used to communicate health updates.	Governors monitor the school website for statutory documents.

The school is prepared to offer information in other formats if necessary. Support will be sought from outside agencies where necessary around identified needs of children or adults	Communication with children and adults will be accessible for all	M Munday to monitor and ensure any documentation meets needs.
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#### 4. Meeting the School's Anticipatory Duties

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra-curricular activities can accommodate disabled pupils before making bookings in advance
- the use of ramps to access mobile classrooms
- the provision of disabled toilets and changing facilities
- disabled parking bays
- inviting interpreters to attend key parental information evenings
- reviewing staffing arrangements to ensure the school is in a position to administer medication if required
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- adapting the curriculum and improving the school building to increase the extent to which disabled pupils needs can be accommodated
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devise reasonable adjustments to overcome them

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- creating an ethos and culture which is opening and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- asking parents when they visit the school during the admissions process about the existence of a disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

#### 5. Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher and governors.

#### 6. Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Special educational needs (SEN) information report and Policy
- Supporting pupils with medical conditions policy
- Health & Safety Policy

## Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3		W. Brooker	
Corridor access	Wide enough for wheelchair access.		W. Brooker	
Parking bays	1 disabled bay		W. Brooker	
Entrances	New wide entrance door		W. Brooker	
Ramps	1 at entrance door		W. Brooker	
Toilets	1 disabled toilet		W. Brooker	

Reception area	2 <sup>nd</sup> entrance door can be opened if wheelchair access is required		W. Brooker	
Internal signage	All correct and visible from a wheelchair		W. Brooker	
Emergency escape routes	Disabled staff/pupils to use fire door to the playground		W. Brooker	