

Accessibility Plan



Date Reviewed: 10 December 2025

Next Review: 09 December 2026

Approved by: Headteacher

Statement of intent

This plan outlines how **Beit Shvidler Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Admissions Policy
- Behaviour Policy

- Data Protection Policy
- Equality Information and Objectives Policy
- Early Years Foundation Stage Policy
- Equality, Equity, Diversity and Inclusion Policy
- Equality Information and Objectives Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit, commencing from the anniversary of this Accessibility Plan. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	Action (What)	Responsibility (Who)	Timescale (When)	Intended Outcome	Review Date
Staff do not know whether the curriculum is accessible	Conduct audit of curriculum	Headteacher, Teachers, SENCO	Spring 2026	Management and staff are aware of accessibility gaps in the curriculum	Summer 2026
Staff lack skills to support pupils with SEND	Provide INSET and training on differentiation	Headteacher, SENCO, External Advisors	Ongoing as needs arise	Staff have the skills to support pupils with SEND	Autumn 2026

Issue	Action (What)	Responsibility (Who)	Timescale (When)	Intended Outcome	Review Date
School trips do not always take account of SEND	Incorporate SEND needs into planning process	Teachers, SENCO	Ongoing	School trips are planned inclusively	Already in place – ongoing monitoring
Pupils with SEND cannot access lessons fully	Providedigital devices and adjustments; review pupil needs	Headteacher, ICT Manager, SENCO	Ongoing evaluation	Pupils with SEND can access lessons	Already in place – reviewed regularly

Planning duty 2: Physical environment

Issue	Action (What)	Responsibility (Who)	Timescale (When)	Intended Outcome	Review Date
School unsure if environment is fully accessible	Conduct audit of physical environment	Building Surveyors	As needed when pupil needs change	School is aware of barriers and can plan remedial action	Summer 2026
Learning environment not accessible for pupils with visual impairment	Use appropriate colour schemes	SBM	Summer 2026	Environment accessible to pupils with visual impairments	Autumn 2026
Toilets are not accessible	Install handrails	SBM	Summer 2026	Access to toilets improved	Autumn 2026
Pupils with physical disabilities cannot access all buildings	Undertake construction work where needed	SBM, Contractors	Needs basis	School buildings are fully accessible	Autumn 2026

Planning Duty 3: Information

Issue	Action (What)	Responsibility (Who)	Timescale (When)	Intended Outcome	Review Date
Management unsure if information is accessible	Audit information delivery procedures	SENCO, ICT Manager	Spring 2026	School is aware of accessibility gaps	Summer 2026
School unsure how to provide information in accessible formats	Seek advice from external agencies	SENCO	Summer 2026	School knows how to convert materials into alternative formats	Autumn 2026
Written information not accessible to pupils with visual impairments	Provide information in alternative formats; install blinds; adopt colour schemes	SENCO, ICT Manager	Spring 2026	Information fully accessible to pupils with visual impairments	Summer 2026
School website not accessible to SEND pupils	Audit and adapt website	ICT Manager	Summer 2026	Website is fully accessible	Autumn 2026

Whole-School Aims

Aim	Beit Shvidler Provision	Responsibility	Review Date
Increase access to the curriculum for pupils with disabilities	<ul style="list-style-type: none"> Differentiated curricula for all pupils Tailored resources for those needing support Curriculum resources include positive examples of people with 	Senior Leadership Team	Spring 2026

Aim	Beit Shvidler Provision	Responsibility	Review Date
	disabilities <ul style="list-style-type: none"> • Progress tracked for all pupils, including those with disabilities • Targets set effectively and appropriately • Curriculum reviewed to meet needs of all pupils 		
Improve and maintain access to the physical environment	Environment adapted as needed, including: <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width adjustments • Disabled parking bays • Accessible toilets and changing facilities • Library shelves at wheelchair height • Visual impairment support (clear signage, hazard markings) 	Senior Leadership Team	Spring 2026
Improve delivery of information to pupils with disabilities	Range of communication methods used as needed, including: <ul style="list-style-type: none"> • Internal signage • Large print • Braille • Induction loops • Pictorial/symbolic representations 	Senior Leadership Team	Spring 2026