



Benhall St Mary's CofE Primary School

Accessibility Policy & Plan

Aims

Benhall St Mary's Primary School is an inclusive school, and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) 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. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, 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.

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.

Schools are required under the Equality Act 2010 to have an accessibility plan. Benhall Primary's Accessibility Plan will:

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

The Accessibility Plan will be published on the school website - www.benhallschool.co.uk

Benhall Primary's Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Subject policies
- Behaviour policy
- School improvement plan
- Equalities
- Health and Safety
- Administering medicine policy

The Benhall St Mary's Primary School building is fully DDA compliant and in line with building regulations.

Policy written:	18.9.25	
Signed by Headteacher	Paul Parslow-Williams	
Signed by Chair of Governors:	Carolyn Glennon	

Benhall St Mary's Primary School Accessibility Plan 2025-2026

1. Improving access to and participation within the curriculum					
To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Benhall is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
Targets/issue	Lead	Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer on scholar pack and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals.	January 2025	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents	SLT	Parents meetings in the autumn term with teachers and SENDCo, followed by termly meetings with parents and carers. Yearly review meetings with parents of children with EHCPs.	Up-to-date passports and EHCPs. Rooms for meetings Diary dates	On-going	Increased engagement with parents
Effective communications with nurseries and schools to provide a quality transition	EYFS Teacher & SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend community inclusion forums and build relations with other local SENDCOs.	Teacher/SENDCo time	On going	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SLT	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Specialist teachers, speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupil. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 inclusion meeting with teachers	Staff meeting TA training SENDCo/Teacher's time External agency training	One year	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective
Use appropriate assessment tools and activities for children working pre-key stage	SENDCo	Ensure staff are familiar with Cherry Garden Branch Maps and PKS standards. Use other professional's suggestions for adaptations of the curriculum.	SENDCo/Teacher's time - External agency support - Cherry Garden Branch Maps	One year	Children working pre-key stage will have consistent approaches for assessment and planning via Cherry Tree Branch Maps. Children working pre-key stage will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school	Head of school SENDCo	To liaise with external agencies. To make relevant referrals to external agencies To identify training needs	Staff meetings training	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays for children with	Audit of equipment and needs.	One year and ongoing	SEND children have appropriate equipment and resources which supports their learning

		visual difficulties or dyslexia. Use of wobble cushions, weighted blankets. Pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment. E.g. visual timetable, writing with symbols, wobble cushions etc.	Staff training Cost of resources Sensory room		and remove barriers to learning.
Appropriate use of intervention and their success and impact on progress	Head of school SENDCo	Track intervention success. Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	Training on new interventions through external professionals Resources required to deliver interventions. TAs	One year	Progress and attainment of all children is good
All children are visible in the curriculum and resources	SENDCo	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Books - Norfolk book centre	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment					
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Targets/issue	Lead	Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	Head of school SENDCo	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	Risk Assessments Time for pre visit if required	On going	All SEND are able to access all trips during their time at Benhall.
Ensure all children feel safe and involved at playtimes	All staff	TAs/buddies to encourage children to join in games. Lunch time supervisors to report children who may not be involved at playtimes at fortnightly meeting.	Buddy system	On going	Children feel safe in school - evidence in survey results from children.
Maintain safe access round the interior and exterior of the school	Head of school Site caretaker Office	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/1:1 school staff.	Premise walk & feedback	On going	Safe access to the school onto the playground; less parents picking up from the front entrance.
Ensure access for all SEND children at After school clubs and reasonable adjustments are made to enable participation	Head of school Office staff SENDCo	Audit SEND children use of clubs and extended services. Risk assessments put in place if needed.	Registers of clubs Risk assessments	On going	Increased access of SEND children at After school clubs successfully and happily with the correct support if required.
To make effective use of the Sensory Room	Class teachers	Children to use the Sensory Room for regulation. Children to use the library for more smaller group lessons. Staff to be taught how to use the equipment in the Sensory Room.	Monitoring the Sensory Room usage	On going	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.

3. Improve the access and delivery of written information.					
To improve the delivery of information for disabled pupils and parents					
Targets/issue	Lead	Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Head of school Office Manager SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Head of school Office Manager SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	Google translate Office time	On going	Parents are able to access all information
Improve use of pictorial communication systems (Widgit)	SENDCo Teachers	Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg. word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widgit. SENDCo to train all relevant staff members in how to use Widgit.	Training Time for meetings	On going	All school staff aware of disabilities of children in their classes

Review date	September 2026
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