

# Beaulieu Village Primary School



## ACCESSIBILITY PLAN

Spring 2025-28

# Beaulieu Village Primary School - Accessibility Plan - 2025–28

## Introduction

The Governing Body recognises its general responsibilities in the admission of pupils with SEND as set out in the School Admissions Code and the Equality Act 2010.

This Accessibility Plan addresses those responsibilities by aiming to:

- increase the extent to which pupils with SEND can participate in the curriculum;
- improve the physical environment of schools to enable pupils with SEND to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to pupils with SEND.

## Access to the curriculum

Target/Issue	Action required	Timescale	Resources and responsibilities	Outcome
All staff share a highly individualised approach to the children they teach and ensure a fully inclusive culture	Continue to provide general training which supports inclusion (e.g. training about autism/attachment theory) and training related to specific needs (e.g. hearing impairment) as appropriate.  Ensure staff take a highly individualised approach to children with SEND and to the involvement of their parents/carers. (Coached conversations e.g. in pupil progress reviews, IEP meetings)	Ongoing	SENCo and identified class teachers  Liaison with Educational Psychologist, SALT and Physical and Sensory Support for training opportunities  HT and SENCo	School culture of doing “whatever it takes” for each child to learn and succeed  Staff prepared and informed about how best to meet individual needs  All children engaged and included in learning
Appropriate pastoral support is provided to ensure all children learn and succeed	ELSA training kept up to date and shared with staff as appropriate  Staff recognise that children with SEND can benefit from additional support to manage the specific emotional and/or physical demands they face in school  Appropriate time and training is provided for	Ongoing	SENCo, Class teachers, HLTAs (involved in mentoring support staff)	Children with SEND are able to take full advantage of learning opportunities

	this support			
Transitions are successful for all children	<p>Ensure children's needs are considered at each major transition milestone</p> <p>Ensure good communication and information sharing with relevant pre-schools</p> <p>Ensure close liaison and information sharing within school for children as they move through the school and with their next setting which may include individualised social stories, taster days and/or visits with LSA</p> <p>Ensure parents/carers are appropriately involved</p>	Ongoing	SENCo Advice from external professionals as necessary	<p>Children who join BVPS with SEND, or who may develop SEND during their time at the school, are mostly able to stay until Year 6 and to transition successfully to secondary school</p> <p>Transition points are managed smoothly and positively</p>
Continue to ensure the school environment enables staff to flexibly meet the needs of children with challenging behaviour or with social/emotional/mental health issues	<p>Consider each year the use of premises to ensure inclusive practice</p> <p>Including</p> <ul style="list-style-type: none"> <li>space for children who may need to be out of class for specific social and emotional skills training (e.g. ELSA/nurture)</li> <li>space for children – particularly those with sensory or emotional difficulties - who may need support to calm down safely, away from other children</li> </ul>	Ongoing	SLT	<p>Children who join BVPS with SEND, or who may develop SEND during their time at the school, are mostly able to stay until Year 6</p> <p>Transition points are managed smoothly and positively</p>

### **Access to the physical environment**

<b>Target/Issue</b>	<b>Action required</b>	<b>Timescale</b>	<b>Resources and responsibilities</b>	<b>Outcome</b>
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To ensure all works completed on the premises reflect the needs of disabled users	Ensure compliance with guidance (including lighting, colour schemes, handles etc.) as far as the age and nature of the building allows	Ongoing	Headteacher Caretaker	All changes to the premises reflect the needs of disabled users
To plan for transition for any pupils with SEND coming into Reception as well as transitioning from Reception to KS1, KS1 to KS2 and KS2 to Secondary schools	Consider use of premises to ensure inclusive practice If necessary, ensure plan in place which shows: <ul style="list-style-type: none"> <li>• who needs to be informed of any changes</li> <li>• timing of making any changes to locations to ensure arrangements are in place in good time – including any necessary refurbishments and purchase of resources</li> </ul>	Ongoing	SENCo Advice from external professionals as necessary	Children who join BVPS with SEND, or who may develop SEND during their time at the school, are mostly able to stay until Year 6  Transition points are managed smoothly and positively

### **Access to information**

<b>Target/Issue</b>	<b>Action required</b>	<b>Timescale</b>	<b>Resources and responsibilities</b>	<b>Outcome</b>
To continue to ensure that children with SEND are able to access information	All staff/visitors are routinely made aware of children's individual needs (e.g. use of radio aid, Makaton, use of Now and Next visuals, ear defenders etc.)  Teachers' planning reflects children's individual needs	Ongoing	Headteacher	

This **Accessibility Plan** is available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

**Approved by Governing Body: 26<sup>th</sup> March 2025**

**Date for Next Review: Spring 2028**