



**BEAUFONT FIRST SCHOOL,
NURSERY AND BEFORE AND AFTER SCHOOL CLUB**

Amibitious - Enthusiastic - Inspiring - Outstanding - Unique

ACCESSIBILITY PLAN 2024-2027

Approved by:	Headteacher and Chair of Governors
Last reviewed on:	June 24
Next review due by:	June 27
Date adopted:	1 st Oct 2025

Introduction

The purpose of this plan is to show how Beaufront First School intends over time to increase the accessibility of our school for disabled pupils and visitors.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period (3 years).

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these are also published on the school website.

Objectives

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure equality of opportunity.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Contextual Information

Beaufront First School is housed in two buildings; one over 100 years old and one newer. The building is all on one level. The building is in a generally good state of repair and accessibility is good. The school has a ramp, accessible toilet and a wide corridor. Although the field is accessed down some steps, there is also an accessible route via a classroom.

Disabilities

The school supports and welcomes children with a range of disabilities. Staff access available specialist help, support and training to ensure that they can provide the best access to the curriculum for all children. We follow the Northumberland Graduated Approach.

Appropriate training about medical conditions has been provided for staff and all First Aid certificates are kept up to date. The school has adopted the most recent policy on managing medical conditions in school.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. What follows are three action plans showing how the school will address the priorities identified.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher

- SENDCo
- Schools' Equalities Coordinator from Northumberland County Council

We welcome and will consider any suggestions and practical improvements that are suggested to us by disabled service users and their families.

Increasing access to the curriculum for disabled pupils

Target	Strategy	Timescale / Responsibility	Success criteria
Continuously improve and extend the range of strategies staff use to make the curriculum accessible to all children.	Staff training (at least annually) e.g. dyslexia, vision impairment or Specific Learning Difficulties.	SENDCo – ongoing and at least annually	Raised staff awareness and strategies deployed. Pupil participation visible.
Enhance the inclusive practice in every classroom.	Maintain individual plans and share information with other agencies involved with the child. Ensure assessment outlines 'next learning steps'.	SENDCo – ongoing	Information sharing supports staff to create the best inclusive environment for every disabled child.
All educational visits to be accessible to all pupils.	Assess every potential venue and transport provider for accessibility before agreeing a visit.	Head Teacher, Teachers – anticipatory	Participation of all pupils in activities and visits. No child excluded on the basis of disability. Preferable to cancel a visit if not accessible to all.
Ensure that all staff have access to and awareness of referral routes and services available to support children and young people.	Ensure that we make the most of all support and assistance available to help children to succeed and make progress.	Head Teacher & SENDCo – throughout plan cycle	Improved access to prompt, appropriate support for children and families.
Ensure that emotional literacy is prioritised to ensure that every child feels secure and has their emotional resilience supported.	Opportunities planned for wellbeing. Be You team provide workshops and assemblies regarding resilience and wellbeing.	Head Teacher & SENDCo – annually	Promoting resilience protects children from barriers to feeling safe and secure.

Provide sufficient challenge in the curriculum for most able disabled pupils.	Curriculum and lesson planning demonstrate differentiation to stretch able children.	All teaching staff – depending on individual needs	Children with disabilities achieve or exceed their academic potential.
Survey children to find out which reasonable adjustments make the curriculum accessible for them.	Ensure pupil voice through SEND parental survey and pupil consultation.	All staff – ongoing	Increased understanding of strategies and adjustments that pupils feel work well to support them.
Ensure children with disabilities are well prepared for transition to middle school.	Transition links with middle school in spring term. Share interventions for continuity.	Year 4 teachers – Spring term	Smooth transition to middle school.

Improving access to the physical environment of the school

Target	Strategy	Timescale / Responsibility	Success criteria
Continuously improve access to the site for disabled visitors and pupils.	Review and develop accessibility on the school site e.g. designate accessible parking spaces.	SENDCo, Head Teacher and Governing Body – ongoing	Pupils and visitors with disabilities are able to access learning and facilities due to reasonable adjustments.
Adapt the environment to optimise purposeful learning.	Ensure displays are purposeful, colours do not over-stimulate, use contrasting or muted shades; low level lighting.	All staff – ongoing	All pupils, especially those with disabilities, find the environment less overstimulating and more conducive to learning.
High expectations in managing adaptations to support children with sensory disabilities (esp. vision loss).	Uniformity in doors, lighting, access to boards and equipment; anticipatory familiarisation with rooms/routes.	SENDCo – throughout plan cycle	Accessible learning environment for all children.

Improving the delivery of written information to disabled pupils

Target	Strategy	Timescale / Responsibility	Success criteria
--------	----------	----------------------------	------------------

Children with disabilities are supported by trained staff.	Frequent staff training on Speech and Language, dyslexia, Vision Impairment.	Whole school – at least annually	The right support at the right time for all pupils.
Availability of written material in alternative formats when requested.	Develop awareness of standards and services which support accessibility.	All staff – as required	Staff are aware of resources and organisations to provide/advice on accessible information.
Ensure good practice follows children through their school career.	Pass the right information and resources on at each transition stage.	All staff – annually	Children always have what they need to access written information without delay.

Appendix 1: Making printed information accessible

Resources and guidance:

- Accessible Communication Formats (Government guidance)
- AbilityNet – Creating accessible documents factsheet
- UK Association for Accessible Formats – Abilities and assistive technology
- Sensory Trust – Clear and large print information
- Mencap – Accessible writing guidelines
- British Dyslexia Association – Dyslexia Style Guide
- Communication Trust – Communication friendly environments
- Custom Eyes – Large print tailor made books (picture books, fiction, non-fiction, Oxford Reading Tree, GCSE/A Level texts, revision guides)

Appendix 2: Consultation with pupils about accessibility

Questions for pupils:

- What helps us to learn and be happy in school?
- What is the perfect start to a day if we want you to feel good about learning?
- Think about days you feel you learn best, what are they like?
- Are there things that school has or does that help you to learn better?

- What is not so helpful in the classroom and what makes things difficult?
- What could make things easier?
- Are there any times of the day, or things that happen in school that worry you?

Version History

Date	Reviewer	Changes / Notes
------	----------	-----------------