



Accessibility Plan

2025 - 2028

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 members of the school community to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to all stakeholders.

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 purpose of this plan is to show how Beaver Green Primary School intends, over time, to increase the accessibility of our school for disabled members of the school community. Beaver Green Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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 works closely with other schools within Swale Academies Trust. 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. We have included a range of stakeholders in the development of this accessibility plan, including staff and the Local Governing Body.

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.

Contextual Information

Beaver Green is a 2 form entry primary school with a nursery for 2,3 and 4 year olds which is situated in its own building. The school building is one storey and has good disabled access. The outside space includes a playground and a field and and EYFS area. Nursery have their own separate outside space adjacent to their building. There is a staff carpark that has disabled spaces available.

Targets	Strategies	Outcome	Timeframe	Progress
Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCO continually reviews needs of children and provide CPD for staff	Staff have the skills to enable all children to access the curriculum.	Ongoing	
To provide specialist equipment to promote participation in learning .	Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, ear defenders etc	Children will develop independent learning skills	Review termly at SEND PPMs	
Ensure all pupils on the SEN register have their provision on Personalised Plans or Provision Maps.	Personalised Plans in place for children who have multiple interventions or provisions. Provision Maps in place for each year group, outlining clear interventions and	Learning needs of all SEN and vulnerable children are met	Review at SEND PPMs	

	covering all provision that is not already on a Personalised Plan.			
Access to information				
To ensure that parents with disabilities can access parents' evenings.	Parent meetings held in accessible rooms of the school. Staff to hold meetings over the phone or provide written points to parents. Interpreters arranged and funded by the school if needed.	All parents are informed of their child's progress.	When needed	
To provide parents with information in alternative forms. Provide letters in different languages if needed.	Use of Weduc to place messages in different languages and personalised phone calls / meetings with parents. Increase the amount of information published on the website. Ensure there is a translate option on the website	Information will be provided in alternative forms as necessary.	When needed	
Physical Environment				
To improve and maintain signage.	Audit signage around the school to ensure it meets requirements. Replace or upgrade current signage as necessary.	All signage will meet current requirements and support disabled members of the community	January 2026	

Equality and Inclusion

To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	As needed	
To improve staff awareness of disability.	Review staff training needs. Provide training for members of the school community as appropriate	Whole school community are aware of issues	As needed	