



# Beachborough School Accessibility Plan

## 2024 to 2027

**Updated: September 2024**

**Date of next Review: October 2027**

Policy Lead: Bursar / Head of Learning Success

Checked by: Head

## **Aim and Objective**

Beachborough School is a mainstream independent school. The school strives to be, in every practical respect, an inclusive and welcoming school, and aims to ensure that each and every pupil admitted can participate fully in the life of the School. Although Beachborough is academically non-selective, in terms of a pass / fail entrance exam, acceptance of a pupil into the school is assessed and based on whether the school can appropriately meet all the needs of the individual child and whether the child will be able to access and participate fully in all aspects of school life.

The aim of this plan is to reduce and, where possible, eliminate barriers to access for all school-users and prospective pupils so that they have the opportunity to fully participate in the School Community.

This plan sets out the proposals of the governing body to increase access for all school-users and prospective pupils in the three key areas required by The Equality Act (2010).

The objective of the School's Accessibility Plan is to highlight and action areas where we can:

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the School's physical environment for the purpose of increasing the extent to which disabled school-users are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery of information to school-users with disabilities.

## **Definition of Disability**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). A long-term condition is defined as any that lasts for more than one year. There are children who have learning difficulties who can also be said to have a disability under the Equality Act. The school has considered the definition of 'special educational needs' as defined in the Children's and Families Act 2014 when preparing the plan.

## **Responsibilities**

The Governing Body understands its duties towards disabled pupils. The production of the school's accessibility plan is the responsibility of a working group consisting of the Head, Head of Learning Success and the Bursar. They have drawn on the guidance set out in Accessible Schools: Summary Guidance issued by the DFES in July 2002 when considering the areas that the plan should cover.

The working group will liaise with any other member of staff who they feel can contribute towards the production or completion of the Accessibility Plan.

**A copy of the schools Accessibility Plan is available to all, via the school's website.**

## **Review and Monitoring**

The working group meets annually in September, to discuss progress on the plan and make recommendations for inclusion in the plan. A formal review of the implementation of the plan will take place in the Autumn term's full Governing Body meeting. Feedback from the working group will be provided to the Governors which identifies the progress made and any updates required.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years. This will happen in September of the year it is due. This plan covers the period from October 2024 to September 2027.

### **Additional reading:**

The plan should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy, Behaviour Policy and SEN Policy.

### Improving access to the physical environment

|                                                                                  | Area of school                                  | Accessibility Concern                                                                                          | Action                                                                                                                                              | Timescale                                           | Responsibility    | Target date (term) | Date completed | Goal Achieved / Update                                                                                                                                     |
|----------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------|--------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Improve entry into school buildings</b>                                       | Entrance into Manor House (by Deputies' office) | Ramp has one retaining edge/handrail; risk of accident for those with physical disability/ sensory impairment. | Installation of second handrail and/or brick lips to edges of the ramp.                                                                             | To Monitor                                          | Site Team/Manager | N/A                |                | Door opening and width means we are unable to install 2 <sup>nd</sup> handrail.<br><br>Alternative access to building available.<br><br>No issues to date. |
| <b>Improve entry into school buildings</b>                                       | Entrance to N,Kg & Rec                          | High step to enter/exit classrooms; no grab rails                                                              | Install step/slope to exit; look at possibility of installing handrail                                                                              | Medium Term                                         | Site Team         | Spring 25          |                |                                                                                                                                                            |
| <b>Improve internal access (classrooms and teaching spaces in main building)</b> | Access to first floor                           | Access to the upper floors is via stairs only. The school does not have a lift.                                | Evac chair to be purchased. Stairs unsuitable for installation of stair lift.<br><br>Flexibility in place to rearrange lessons in accessible areas. | Short Term (Evac Chair)<br><br>Monitor requirements | Bursar            | Autumn 24          |                | Personal Evacuation Plans (PEPs) in place where required.                                                                                                  |
| <b>Improve internal access (classrooms and teaching spaces in</b>                | Access to second floor                          | Access to the upper floors is via stairs only. The school does not have a lift. Emergency access is            | Evac chair to be purchased. Stairs unsuitable for installation of stair lift.                                                                       | Short Term (Evac Chair)                             | Bursar            | Autumn 24          |                | Personal Evacuation Plans (PEPs) in place where required.                                                                                                  |

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| <b>main building)</b>                                                                |                       | via a spiral staircase only                                                                                                          | Flexibility in place to rearrange lessons in accessible areas.                                              |                |               |                                   |  |                                                                                                                                                                                                                        |
| <b>Improve internal access (classrooms and teaching spaces in Chappell building)</b> | Access to first floor | Access to the upper floors is via stairs only. The building does not have a lift or lend itself to the installation of a chair lift. | Consideration will need to be given in regard to lesson planning and structure.                             | Ongoing review |               | Ongoing review                    |  |                                                                                                                                                                                                                        |
| <b>Washroom Facilities</b>                                                           | All                   | Lack of designated disabled/changing facilities.                                                                                     | Review of all washroom facilities on site to update/introduce assisted facilities and early years changing. | Ongoing        | Bursar        | Commenced Summer 23 (5-year plan) |  | Refurbishment of all toilet / shower facilities commenced Jul 23 (5-year plan). Access considered within design process.<br><br>Disabled toilet facilities are available within Manor House, Boardman and Sports Hall. |
| <b>Space to regulate</b>                                                             | Manor House           | Proposal for Sensory Room / ZEN Space                                                                                                | Proposal to be evaluated and presented to Governors for approval.                                           | Medium term    | SEND / Bursar | Spring 2025                       |  |                                                                                                                                                                                                                        |
| <b>Noise</b>                                                                         | All                   | Loud backgrounds noise / bad acoustics may make it difficult                                                                         | Review acoustics around the school and identify any issues                                                  | Ongoing        | Bursar        |                                   |  | Specific review carried out upon request.                                                                                                                                                                              |

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|                                          |             | for someone with a hearing impairment                                                                                            |                                                                             |            |                       |             |  | Maintenance Manager holds Sound Level Monitor                                                                                             |
| <b>Noise</b>                             | Dining Room | Lunch service identified as being particular noisy.                                                                              | Investigate introduction of allocating 1 daily sitting as a 'quiet sitting' | Short term | Bursar / Dep Head     | Autumn 2024 |  |                                                                                                                                           |
| <b>Emergency evacuation notification</b> | All         | Evacuation system is currently auditory only.                                                                                    | Investigate alarm systems with visual and auditory components               | Ongoing    | Bursar / Site Manager | n/a         |  | Assessed but not practicable. To be considered when new system fitted.<br><br>Individual Risk Assessment / PEP in place where appropriate |
| <b>Emergency evacuation</b>              | All         | Access to the upper floors is via stairs only, this would have an impact on the physically impaired in the case of an evacuation | Purchase of evac chairs                                                     | Short term | Bursar                | Autumn 2024 |  | Assessed as required.<br><br>Individual Risk Assessment and P.E.P required.                                                               |

### Completed actions from previous plans

|                                                                                  |                                                               |                                                                                                                                   |                                                                                                                                                                                                         |            |                   |              |                         |                            |
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| <b>Improve entry into school buildings</b>                                       | Entrance into Manor House (by Deputies' office)               | Small gap at threshold which may impair access to wheelchair                                                                      | Add small edge to external frame to allow smooth access                                                                                                                                                 | Short Term | Site Team/Manager | Autumn 21/22 | <b>Autumn Term 2021</b> | Complete                   |
| <b>Improve entry into school buildings</b>                                       | Entrance in Chappell buildings (by MFL suite and Dining Room) | Small gap at threshold which may impair access to wheelchair. Change of levels which could cause a trip hazard for sight impaired | Add small edge to external frame to allow smooth access. Highlight change of levels with visual markings, install handrail.                                                                             | Short Term | Site Team/Manager | Autumn 21/22 | <b>Autumn Term 2021</b> | Complete                   |
| <b>Improve access around the site (external)</b>                                 | Path running alongside the front of the main building         | Resin path is deteriorating, causing trip hazard for physical/sensory impaired students                                           | Resurface and repair                                                                                                                                                                                    | Short Term | Site Manager      | Summer 21/22 | <b>Summer Term 2021</b> | Complete                   |
| <b>Improve internal access (classrooms and teaching spaces in main building)</b> | Access to cellar                                              | Access to the cellar is via steep stairs                                                                                          | Cellar access is restricted to identified staff only. If a member of staff or visitor required access to the cellar this would have to be considered on a needs basis and appropriate action identified | Ongoing    | Bursar            |              |                         | No further action required |

### Classroom and Teaching Space Audit

| Classroom              | Finding                                                                                                                     | Proposed solution                                                                                                                                                                 | Timescale   |                     | completed |
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| Manor House classrooms | High ceilings in some classrooms may result in acoustic problems for pupils with hearing impairment.                        | If a prospective pupil has a hearing impairment, consider whether purchasing of portable acoustic screens/hearing loops etc. would constitute reasonable adjustment.              | n/a         | Continue to monitor | ongoing   |
| PSHE classroom         | Steps up into day room may present increased risk/ inaccessibility for pupils with physical disability/ sensory impairment. | Installation of handrails. Alternative space to be considered.                                                                                                                    | medium term | Continue to monitor | ongoing   |
| Music room             | First floor location may make classroom and resources inaccessible to those with a physical disability.                     | If subject would be inaccessible to prospective pupil, consider suitability of placement. Consider whether installation of a stair lift would constitute a reasonable adjustment. | n/a         | Continue to monitor | ongoing   |
| Art room               | First floor location may make classroom and resources inaccessible to those with a physical disability.                     | If subject would be inaccessible to prospective pupil, consider suitability of placement. Consider whether installation of a stair lift would constitute a reasonable adjustment. | n/a         | Continue to monitor | ongoing   |
| English rooms          | First floor location may make classroom inaccessible to those with a physical disability.                                   | Alternative teaching space to be considered.                                                                                                                                      | n/a         | Continue to monitor | ongoing   |
| History / Geography    | First floor location may make classroom inaccessible to those with a physical disability.                                   | Alternative teaching space to be considered.                                                                                                                                      | n/a         | Continue to monitor | ongoing   |
| Science labs           | Stool seating may be inappropriate for pupils with a physical disability.                                                   | Provision of alternative seating if a need is identified.                                                                                                                         | n/a         | Continue to monitor | ongoing   |



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| Changing rooms | Increased slip hazard for pupils with a physical disability  | Installation of handrails, either side of the shower closest to the shower area entrance.                                                                                 | medium term | Part of ongoing refurbishment programme – review of all changing facilities. Access will be considered during design process. | Summer 25 |
| Old Library    | Acoustics are problematic for those with hearing impairment. | Alternative space to be considered. Where a need is identified, additional support (e.g., from a TA/ LSA/ Gap Student) to be provided for pupils with hearing impairment. | n/a         | Continue to monitor                                                                                                           | ongoing   |
| Sports hall    | Acoustics are problematic for those with hearing impairment. | Where a need is identified, additional support (e.g., from a TA/ LSA/ Gap Student) to be provided for pupils with hearing impairment.                                     | n/a         | Continue to monitor                                                                                                           | ongoing   |
|                |                                                              |                                                                                                                                                                           |             |                                                                                                                               |           |

### Completed action from previous plans

|                        |                                                                                                                |                                                                      |             |                                                                                                                                |           |
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| Reception outside area | Step down into outside area from both classrooms. Step over to exit outside area onto footpath.                | Portable (threshold)ramps to be purchased *                          | short term  | 3 portable ramps have been purchased and are available when required. Additional ramps will be purchased as and when necessary | completed |
| Technology room        | Step up entrance to classroom.                                                                                 | Portable (threshold) ramp to be purchased *                          | short term  | 3 portable ramps have been purchased and are available when required. Additional ramps will be purchased as and when necessary | completed |
| Dining room            | Normal access is via a flight of stairs. Alternative access through courtyard involves a step up at threshold. | Portable (threshold) ramp to be purchased *                          | short term  | 3 portable ramps have been purchased and are available when required. Additional ramps will be purchased as and when necessary | Completed |
| Medical room           | First floor location may make it inaccessible to those with a physical disability.                             | Matron to go to such pupils, rather than them visiting the workroom. | medium term | The medical room has been relocated to the ground floor and is full accessible to all.                                         | completed |

### Boarding Space Audit

| Location        | Finding                                                                                     | Proposed solution                                                                                                                     | Timescale |                     |         |
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| Boarding        | Access to the upper floor is via stairs only. The school does not have a lift.              | Consideration will need to be given in regard to planning and structure. Possible conversion of Boarding Games room to assisted dorm. | n/a       | Continue to monitor | ongoing |
| Girl's boarding | Top corridors accessible by steep stairs causing potentially issues for physically impaired | Installation of handrails.                                                                                                            | Summer 25 |                     |         |

### Improving access to the curriculum

| Target                                                                                              | Ref | Accessibility Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Timescale | Cost                                                                | Responsibility           | Target Date                     | Date completed | Goal achieved/update/Next Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| To improve access, progress and participation for children with <b>cognition and learning</b> needs | A1  | Review of screening assessments (coverage, suitability, impact and value) <ul style="list-style-type: none"> <li>- Improve reliability of screening processes</li> <li>- Ensure visiting children are tested in line with current children.</li> <li>- Ensure breadth of skills/ deficits that can be screened</li> <li>- Enable tracking through the use of assessments that can be repeated</li> <li>- Inform planning and provision</li> <li>- A&amp;P meetings to be established to identify target children</li> </ul> | 2021-24   | Cost of Termly Assessment Papers £18.75 per 10 termly pack.         | Head of Learning Success | Academic Year 2022-23 & 2023-24 | Summer 2024    | Salford Reading Test, Basic Number Screening Test, Helen Arkell Spelling test, Number Stacks introduced in Sep 2023.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                     |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | Cost of supply teachers to cover Core subjects HOD for A&P meetings |                          |                                 |                | Literacy Junction assessments introduced in Jan 2023<br><br>PIRA/PUMA/GAPS testing for all visiting children used form 2022-23 academic year in line with school testing.<br><br>All above tests allow for baseline tests and follow up testing. LSA complete baseline tests at the start of an intervention to track progress.<br><br>A&P meetings established in Boardman and Manor House. Data tracked and information used to identify target children.<br><br><a href="#">Lucid Test to be introduced for September 2025.</a><br><br><a href="#">CPI testing to be moved to Autumn Term for PP1 and extended to include FIII in Spring 2025 and FIV in Spring</a> |

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|  |    |                                                                                                                                                                                                                                                                                       |         |                                                     |                                                                                                                                                |                       |             | <p>2026</p> <p>A&amp;P meetings to be extended in the Manor House in Spring 2025 to include all relevant stakeholders – core subject staff.</p>                                                                                                                                                                                                                                                                                        |
|  | A2 | <p>Continuation of termly reading &amp; Maths assessments to be taken by all pupils in Rec (Spring Term) -VI</p> <ul style="list-style-type: none"> <li>- Inform planning and differentiation</li> <li>- Identify pupils requiring short-term targeted input/catch-up work</li> </ul> | 2021-24 | Pupil booklets (termlycost) - £18.75 per pack of 10 | <p>Head of English</p> <p>Head of Maths.</p> <p>Head and Assistant Head of the Boardman.</p> <p>Head and Assistant Head of the Manor House</p> | Academic Year 2021-22 | Summer 2024 | <p>PIRA &amp; PUMA testing continues from Rec-VII.</p> <p>PIRA/PUMA assessments completed termly from PP1-FVI and in Autumn and Spring in VII.</p> <p>Introduction of FVII PIRA and PUMA from academic year 22-23</p> <p>A&amp;P meetings review data from PIRA and PUMA data and inform if targeted support is needed.</p> <p>GaPS assessment to be reviewed and if agreed, completed in FV &amp; VI to ensure continuity in KS2.</p> |

| Target | Ref | Accessibility Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Timescale                                         | Cost                                                                                                                                                                                          | Responsibility           | Target Date                                    | Date completed | Goal achieved/update/ <a href="#">Next Steps</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|        | A3  | Review of web based targeted intervention/ revision resources available to pupils with cognition and learning needs (e.g., Nessy Phonics; Nessy Fingers; Dyslexia Gold; Seneca; Oaka Digital) <ul style="list-style-type: none"> <li>- Purchase further/ extend licenses and/or identify suitable alternatives</li> <li>- Provide opportunities for targeted catch-up groups.</li> <li>- Provide structured and supportive resources to pupils with CL needs</li> </ul> | Review 2021-23<br>Implement first cycle 2021-2022 | Nessy Reading & Spelling - £60 per pupil per year<br><br>Oaka Digital Full School £599per year<br>100 pupils £500<br>50 pupils £400<br>25 pupils £300<br><br>Dyslexia Gold £799 +VAT per year | Head of Learning Success | Summer 2022                                    | Summer 2022    | Nessy Phonics and Nessy Fingers licences created and used as interventions in the Boardman. 30 users for Nessy Phonics and 15 for Nessy Fingers<br><br>TTRS (Touch Type Read Spell) licences set up in May 2022 to support Touch Typing in the Manor House. TTRS linked to supporting dyslexic learners too.<br><br>Dyslexia Gold used from January 2021 as an assessment tool and also an intervention – reading and spelling.<br><br>Inspiration mind mapping software introduced in Dec 2022<br><br><a href="#">Introduction in Autumn 24 of a touch typing extra-curricular club run by an external company ensuring touch typing competency in 10 weeks</a> |
|        | A4  | Implementation of new targeted LSA interventions to support children with cognition and learning needs. (e.g. Precision Teaching; Reciprocal Reading; Graphic Facilitation; Inference Training)                                                                                                                                                                                                                                                                         | Implement first cycle 2021-2022                   | Cost of Training SEN Station (remote) £8 -£10 per CPD session per LSA<br><br>Inference Training – 6                                                                                           | Head of Learning Success | Ongoing training from Autumn 2021- Summer 2024 | Summer 2024    | Training for staff provided to ensure Precision Teaching can be carried out. (Nov 21)<br>Also training on Independent Learning in Jan 2022, Dyslexia Awareness & Auditory processing in Feb 22 & SENDstational spelling in March 22. Alphabet Arc                                                                                                                                                                                                                                                                                                                                                                                                                |

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|  |  | <ul style="list-style-type: none"> <li>- CPD training for LSA to develop skills and ensure skills are secure.</li> <li>- Provide opportunities for targeted catch-up groups/1:1sessions with LSA</li> <li>- Provide structured and supportive resources to pupils with CL needs</li> </ul> |  | hrs £170 per delegate including resources |  |  |  | <p>training in June 22.</p> <p>Literacy Junction training completed in January 2023 for 3 staff and again in April 2024 for a further 3 staff.</p> <p>Graphic Facilitation training completed by TAs in the Boardman &amp; by LSAs in Feb 22.</p> <p>Additional CPD training completed every year – ASD, ADHD, Spelling, Speech and Language</p> <p>Lego Therapy and Drawing and Talking training completed in spring and summer 2024</p> <p>Wave 3 support moved from group work to either paired or 1:1 support to ensure that sessions are highly focused and targeted on the needs of each child.</p> <p>Many resources purchased to ensure a clear scheme for the LSAs to follow and to motivate the children e.g. number stacks, Literacy Junction.</p> <p><a href="#">Restructure of Learning Support in the Boardman to provide targeted support for Wave 2 children in Autumn 24</a></p> <p><a href="#">Introduction of a school Pastoral Support Assistant</a></p> |
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|  |    |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |                                                                                                                          |                                                   |                                               |             | <p>(PSA) in Autumn 24</p> <p>Continue with CPD for staff to include LAs in the Boardman</p> <p>Introduction of NELI - early language programme for our EYFS children.</p> <p>Extend professional support to include OTs who provide a structured programme to follow.</p>                                                                                                                                                                                                                               |
|  | A5 | <p>Implementation of assistive technology to support children with slow writing speed/ processing/ dyslexia or other C&amp;L needs.</p> <ul style="list-style-type: none"> <li>- Re-allocation of laptops to ensure individual device.</li> <li>- Purchase of noise reducing headphones to assist with voice to text function.</li> <li>- Purchase of Clicker 8 and Docs Plus to support children with mind-mapping</li> </ul> | Implement first cycle 2021-2022 | <p>Headphones £34.99</p> <p>Clicker 8 £500 for licences for 3 years</p> <p>DocsPlus £900 for 10 licences for 3 years</p> | <p>Head of Learning Success</p> <p>IT manager</p> | Ongoing training from Autumn 2021-Summer 2024 | Summer 2024 | <p>Re-allocation of laptops so that all SEN children with a laptop recommendation have their own laptop – PP2-FVIII</p> <p>Noise cancelling headphones purchased to support children to be able to dictate in class to ensure inclusivity</p> <p>Clicker 8 and Docs Plus purchased for 3 children with high level needs in Jan 2022.</p> <p>Additional laptops to be moved to the Boardman in Autumn 24 to allow younger users to develop the skills of using technology to support their learning.</p> |

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|  | A6 | INSET for all staff on Dyslexia <ul style="list-style-type: none"> <li>- Improve staff awareness and understanding of Dyslexia</li> <li>- Build staff confidence in delivering suitable environments and curriculum for pupils with Dyslexia</li> </ul> | 2022-23 | £350+VA T *<br><br><i>*Consider inflation</i> | Head of Learning Success<br><br>Head of Boardman<br><br>Head of Manor House | Summer 2023 | April 2023 | British Dyslexia Association Training completed for the whole school in April 2023<br><br>Executive Functioning INSET in April 204<br><br><a href="#">Additional training in academic year 2025-26</a> |
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| Target                                                                                                     | Ref | Accessibility Strategy                                                                                                                                                                                                                                                                                           | Timescale | Cost                                                           | Responsibility                                                                  | Target Date | Date completed | Goal achieved/update/ <a href="#">Next Steps</a>                                                                                                                                                                                                                                                                                                                                                          |
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| To improve access, progress and participation for children with <b>communication and interaction</b> needs | B1  | INSET for all staff on ADHD <ul style="list-style-type: none"> <li>- Improve staff awareness and understanding of ADHD</li> <li>- Build staff confidence in delivering suitable environments and curriculum for pupils with ASD</li> </ul><br>(Relating to pupils who will be in PP2 & FIII, FV, FVI Sept. 2022) | 2022-23   | £350+VA T (Fintan O'Regan) *<br><br><i>*Consider inflation</i> | Head of Learning Success<br><br>Head of Boardman<br><br>Head of the Manor House | Summer 2023 | April 2024     | Fintan O'Regan staff training - ADHD completed during April 2023 INSET.<br><br>ADHD Parent session held in October 2023<br><br>Assembly held during October 2023.<br><br>Training by paediatrician Victoria Nesbitt to staff and parents during the Link meeting<br><br><a href="#">Further training to be arranged during 2024-25 academic year. Marcelina Watkinson, JoGo Behaviour. Autism Society</a> |



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|  | B2 | <p><del>Consider employing a school Speech &amp; Language therapist</del></p> <p>Build relationship with local specialists including Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Paediatricians, Dyslexia Assessors_</p> | 2022-23 | <p>Cost of training and salary</p> <p>See Human Resources for further details</p> | HR | Summer 2024 | <p>NOT Completed but revised to establish relationship with local professional</p> <p>SALT services provided by Kathy Clarke on a private basis. SALT provides guidance for LSAs to support in between sessions</p> <p>Greater links established – fortnightly SALT sessions with Boardman children. 3 new OTs now working with Beachborough and providing programmes. A local EP has committed to 3 set days a year to assess Beachborough children. Termly visits from local paediatrician to support links between school and her services. ASD specialist teacher from BUCKS - termly visits and a strong relationship created.</p> <p>Continue to establish links with other local professionals – behaviour specialists.</p> |
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| Target                                                                                                      | Ref | Accessibility Strategy                                                                                                                             | Timescale | Cost                                    | Responsibility                          | Target Date | Date completed | Goal achieved/update/ <a href="#">Next Steps</a>                                                                                                                                                                                                                                                                                                                                    |
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| To improve access, progress and participation for children <b>social, emotional and mental health</b> needs | C1  | Continue to promote and develop Wellbeing room                                                                                                     | 2021-24   |                                         | Inclusion Team                          | Summer 2024 | Summer 2024    | Wellbeing room has been relocated to a central position in the Manor House. Warm and welcoming space for children. Drop ins available too. Addition of the school Therapy Dog – Arnie.                                                                                                                                                                                              |
|                                                                                                             | C2  | Extend working days of the schools Nurture and Wellbeing and Resilience Practitioner                                                               | 2022-23   | See Human Resources for further details | HR                                      | April 2023  | April 2023     | Wellbeing practitioner is now full time – 5 days a week 8-4pm                                                                                                                                                                                                                                                                                                                       |
|                                                                                                             | C3  | Continue to offer wellbeing intervention sessions as part of pastoral care and welfare systems<br>Involve Wellbeing practitioner in Link meetings. | 2021-22   | As for C1&2                             | Deputy Head<br>Head of Learning Success | Summer 2023 | Summer 2024    | Greater number of wellbeing sessions available each day. Additional staff trained to support with Lego Therapy and Drawing and Talking. Wellbeing practitioner available to attend LINK meetings. Close working relationship between Wellbeing practitioner and SENDCo. Wave system incorporated into Wellbeing support. Joint INSET days between wellbeing practitioner and SENDCo |

|  |    |                                                                                   |         |                                                                            |    |             |              |                                                                                                                                                                                                                                                                                                                                                                                 |
|--|----|-----------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------|----|-------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | C4 | Consider implementation of ELSA (Emotional Literacy Support Assistant) for school | 2022-23 | Cost of training and salary<br><br>See Human Resources for further details | HR | Summer 2024 | Not complete | <p>Current skills of the wellbeing practitioner are varied and with further training of LSAs – ELSA support is not required</p> <p>Introduction of a PSA</p> <p>Restructure of Boardman LA allowing them to specialise and support LSAs, SENDCo and Wellbeing practitioner.</p> <p>Introduction of the Zen Zone at lunchtimes to be run by Wellbeing Practitioner and LSAs.</p> |
|--|----|-----------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------|----|-------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Target                                                                                             | Ref | Accessibility Strategy                                                                                                                                                                    | Timescale                       | Cost                                   | Responsibility                                     | Target Date | Date completed | Goal achieved/update/ <a href="#">Next Steps</a>                                                                                                                             |
|----------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------|----------------------------------------------------|-------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To improve access, progress and participation for children with <b>physical and sensory</b> needs. | D1  | Access to further audiobooks/Audible for pupils with visual impairment                                                                                                                    | Summer 2022                     | £20-45 per year<br><br>£69.99 per year | Head of Learning Success                           | Summer 2024 | Summer 2023    | Children allowed to use Kindles but no additional school licences purchased.                                                                                                 |
|                                                                                                    | D2  | Ensure all devices will have voice recognition capabilities to support written expression for pupils with motor impairments                                                               | Implement first cycle 2021-2022 | Dependent on device type               | Head of Learning Success<br><br>ICT strategy group | Summer 2023 | Summer 2023    | All children who need noise cancelling headphones have a device.<br><br><a href="#">Monitor this to ensure new children will devices have access to the correct headsets</a> |
|                                                                                                    | D3  | All new devices will be capable of displaying presentation materials (e.g., PPT) and enlarging written materials (e.g., worksheets; novels) as required by pupils with visual impairments | 2021-22<br>2022-23              | Dependent on device type               | Head of Learning Success<br><br>ICT strategy group | Summer 2023 | Summer 2023    | New laptops bought for FVI and Boardman children in 202-23 academic year – touch screen                                                                                      |

### Improving access to information

| Target                                                                                                                                                                                                                                                                                                                    | Ref | Accessibility Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Timescale | Cost                                              | Responsibility                              | Target Date | Date completed | Goal achieved/update/<br><a href="#">Next Steps</a> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------|---------------------------------------------|-------------|----------------|-----------------------------------------------------|
| To improve signage and décor so that they are more user-friendly for school-users with disabilities.                                                                                                                                                                                                                      | E1  | To display clear signage around the school that can be easily understood, with graphics used instead of text, where appropriate.<br><br>Sign colour, layout and text to be as clear as possible                                                                                                                                                                                                                                                                             | 2021-24   | As detailed in maintenance budget                 | Head of Learning Success / Maintenance team | Ongoing     | Ongoing        |                                                     |
| To improve the provision of information for school-users with a range of needs, including: <ul style="list-style-type: none"> <li>• <b>physical and sensory</b></li> <li>• <b>social, emotional and mental health</b></li> <li>• <b>communication and interaction</b></li> <li>• <b>cognition and learning</b></li> </ul> | E2  | To ensure our school website can provide information in a variety of formats, including a range of font sizes / text to speech functionality / adaptability to device of information / printing capability / translation to different languages / use of visual images alongside text where possible.<br><br>To ensure information in school can be provided in a range of formats to include / abridged key point information / language translations / various font sizes | 2022-23   | As detailed in administration / Marketing budgets | Head of Marketing / Heads PA / SLT          | Ongoing     | Ongoing        |                                                     |

