



Beachborough School Accessibility Plan

2024 to 2027

Created: September 2024

Updated: September 2025

Date of next Review: October 2027

Policy Lead: Bursar / Head of Learning Success

Checked by: Headteacher

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.

A formal review of the policy by the Head, Bursar and SENCo was held on 16th September 2025, and the document has been updated to reflect progress made and any new target identified.

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
Improve entry into school buildings	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 nd handrail. Alternative access to building available. No issues to date.
Improve entry into school buildings	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	Autmn 25		
Improve internal access (classrooms and teaching spaces in main building)	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. Flexibility in place to rearrange lessons in accessible areas.	Short Term (Evac Chair) Monitor requirements	Bursar	Autumn 25		The school will make reasonable adjustments, and mitigate through flexibility in lesson and locations / use of Personal Evacuation Plans (PEP) and Evac chair.

Improve internal access (classrooms and teaching spaces in main building)	Access to second floor	Access to the upper floors is via stairs only. The school does not have a lift. Emergency access is via a spiral staircase only	Evac chair to be purchased. Stairs unsuitable for installation of stair lift. Flexibility in place to rearrange lessons in accessible areas.	Short Term (Evac Chair)	Bursar	Autumn 25		The school will make reasonable adjustments, and mitigate through flexibility in lesson and locations / use of Personal Evacuation Plans (PEP) and Evac chair.
Improve internal access (classrooms and teaching spaces in Chappell building)	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		The school will make reasonable adjustments, and mitigate through flexibility in lesson and locations / use of PEP and Evac chair.
Washroom Facilities	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. However existing toilets

								meet ISSR part 5 requirements Disabled toilet facilities are available within Manor House, Boardman and Sports Hall.
Noise	All	Loud backgrounds noise / bad acoustics may make it difficult for someone with a hearing impairment	Review acoustics around the school and identify any issues	Ongoing	Bursar	Ongoing review		Specific review carried out upon request. Maintenance Manager holds Sound Level Monitor
Noise	Dining Room	Lunch service identified as being particularly noisy.	Investigate introduction of allocating 1 daily sitting as a 'quiet sitting'	Short term	Bursar / Dep Head	Ongoing review		One quiet sitting introduced in Summer 25. Feedback to be reviewed and alternatives to be considered
Emergency evacuation notification	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. Individual Risk Assessment / PEP in place where appropriate

Emergency evacuation	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. Individual Risk Assessment and P.E.P required.
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Completed actions from previous plans

Improve entry into school buildings	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	Autumn Term 2021	Complete
Improve entry into school buildings	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	Autumn Term 2021	Complete
Improve access around the site (external)	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	Summer Term 2021	Complete
Space to regulate	Manor House	Proposal for Sensory Room / ZEN Space	Proposal to be evaluated and presented to Governors for approval.	Medium term	SEND / Bursar	Spring 2025	Spring 2025	Complete

Improve internal access (classrooms and teaching spaces in main building)	Access to cellar	Access to the cellar is via steep stairs. The door to cellar is locked and only staff have access via a key held centrally.	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
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Classroom and Teaching Space Audit

Classroom	Finding	Proposed solution	Timescale		completed
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

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	Changing rooms have been refurbished with new shower cubicles / facilities fitted. Pupils are able to access the showers regardless of any physical impairment / disability.	Completed – 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
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

Completed action from previous plans

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
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	Changing rooms have been refurbished with new shower cubicles / facilities fitted. Pupils are able to access the showers regardless of any physical impairment / disability.	Completed

Boarding Space Audit

Location	Finding	Proposed solution	Timescale		
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.	Autumn 25		

Improving access to the curriculum

Target	Ref	Accessibility Strategy	Timescale	Cost	Responsibility	Target Date	Date Completed	Updates 2021-24/Next Steps 2024-25 / Next Steps 2025-26
To improve access, progress and participation for children with cognition and learning needs	A1	Review of screening assessments (coverage, suitability, impact and value) - Improve reliability of screening processes - Ensure visiting children are tested in line with current children. - Ensure breadth of skills/ deficits that can be screened - Enable tracking through the use of assessments that can be repeated - Inform planning and provision - A&P meetings to be established to identify target children	2021-24	Cost of Termly Assessment Papers £18.75 per 10 termly pack.	Head of Learning Success			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		Academic Year 2022-23 & 2023-24	Summer 2024	Literacy Junction assessments introduced in Jan 2023 PIRA/PUMA/GAPS testing for all visiting children used from 2022-23 academic year in line with school testing. All above tests allow for baseline tests and follow up testing. LSA complete baseline tests at the start of an intervention to track progress.
						Academic Year 2024-25	Summer 2025	A&P meetings established in Boardman and Manor House. Data tracked and information used to identify target children. CPI testing to be moved to Autumn Term for PP1 and extended to include FIII in Spring 2025 and FIV in Autumn 2025
						Academic Year 2025-26		A&P meetings to be extended in the Manor House in Spring 2025 to include all relevant stakeholders – core subject

										staff. (Being done in English and Maths). Science to start. Lucid Test to be introduced for 2025-26.
	A2	Continuation of termly reading & Maths assessments to be taken by all pupils in Rec (Spring Term) -VI - Inform planning and differentiation - Identify pupils requiring short-term targeted input/catch-up work	2021-24	Pupil booklets (termlycost) - £18.75 per pack of 10	Head of English Head of Maths. Head and Assistant Head ofthe Boardman. Head and Assistant Head of the Manor House Head of English	Academic Year 2021-22 Autum n Term 2025	Summer 2024	PIRA & PUMA testing continues from Rec-VII. PIRA/PUMA assessments completed termly from PP1-FVI and in Autumn and Spring in VII. Introduction of FVII PIRA and PUMA from academic year 22-23 A&P meetings review data from PIRA and PUMA data and inform if targeted support is needed. GaPS assessment to be reviewed by HOD for English and if agreed, completed in FV & VI to ensure continuity in KS2.		
Target	Ref	Accessibility Strategy	Timescale	Cost	Responsibility	Target Date	Date completed	Updates 2021-24/Next Steps 2024-25 / Next Steps 2025-26		

	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) - Purchase further/ extend licenses and/or identify suitable alternatives - Provide opportunities for targeted catch-up groups. - Provide structured and supportive resources to pupils with CL needs Investigate options for assessing dyscalculia in pupils.	Review 2021-23 Implement first cycle 2021-2022	Nessy Reading & Spelling - £60 per pupil per year Oaka Digital Full School £599 per year 100 pupils £500 50 pupils £400 25 pupils £300 Dyslexia Gold £799 +VAT per year	Head of Learning Success	Summer 2022 Autumn 2024 Autumn 2025	Summer 2022 Autumn 2024	Nessy Phonics and Nessy Fingers licences created and used as interventions in the Boardman. 30 users for Nessy Phonics and 15 for Nessy Fingers 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. Dyslexia Gold used from January 2021 as an assessment tool and also an intervention – reading and spelling. Inspiration mind mapping software introduced in Dec 2022 Introduction in Autumn 24 and Spring 25 of a touch typing extra-curricular club run by an external company ensuring touch typing competency in 10 weeks Continue with Touch Typing Club in Autumn 25. Introduce Talamo as an additional screener for 25-26.
	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) - CPD training for LSA to develop skills and ensure skills are secure. - Provide	Implement first cycle 2021-2022	Cost of Training SEN Station (remote) £8 -£10 per CPD session per LSA Inference Training – 6 hrs £170 per delegate including	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) Also training on Independent Learning in Jan 2022, Dyslexia Awareness & Auditory processing in Feb 22 & SENDstatinal spelling in March 22. Alphabet Arc training in June 22. Literacy Junction training completed in January 2023 for 3 staff and again in April 2024 for a further 3 staff. Graphic Facilitation training completed by TAs in the Boardman & by LSAs in Feb 22. Additional CPD training completed every year –

		opportunities for targeted catch-up groups/1:1sessions with LSA - Provide structured and supportive resources to pupils with CL needs		resources				ASD, ADHD, Spelling, Speech and Language Lego Therapy and Drawing and Talking training completed in spring and summer 2024 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. Many resources purchased to ensure a clear scheme for the LSAs to follow and to motivate the children e.g. number stacks, Literacy Junction. Autumn 2024 Autumn 2024 Restructure of Learning Support in the Boardman to provide targeted support for Wave 2 children in Autumn 24 Autumn 2025 Autumn 25 Introduction of a school Pastoral Support Assistant (PSA) in Autumn 24 Second PSA role introduced in Autumn 2025 Autumn 2025 Continue with CPD for staff to include LAs in the Boardman Fortnightly bitesize CPD sessions for LSAs Introduction of NELI - early language programme for our EYFS children Autumn 2024 Extend professional support to include OTs who provide a structured programme to follow.
	A5	Implementation of assistive technology to support children with slow writing speed/ processing/ dyslexia or other C&L needs. - Re-allocation of laptops to ensure	Implement first cycle 2021-2022	Headphones £34.99 Clicker 8 £500 for licences for 3 years DocsPlus £900 for 10	Head of Learning Success IT manager	Ongoing training from Autumn 2021-Summer 2024	Summer 2024	Re-allocation of laptops so that all SEN children with a laptop recommendation have their own laptop – PP2-FVIII Noise cancelling headphones purchased to support children to be able to dictate in class to ensure inclusivity Clicker 8 and Docs Plus purchased for 3 children

		individual device. - Purchase of noise reducing headphones to assist with voice to text function. - Purchase of Clicker 8 and Docs Plus to support children with mind-mapping		licences for 3 years		Autumn 24	Autumn 24	with high level needs in Jan 2022. 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.
	A6	INSET for all staff on Dyslexia - Improve staff awareness and understanding of Dyslexia - Build staff confidence in delivering suitable environments and curriculum for pupils with Dyslexia	2022-23	£350+ VAT * <i>*Consider inflation</i>	Head of Learning Success Head of Boardman Head of Manor House	Summer 2023 Summer Term 2025	April 2023 April 2025	British Dyslexia Association Training completed for the whole school in April 2023 Executive Functioning INSET in April 2025
	A7	To embed 3 of the 5 A Day from the EEF into all lessons Recruitment process to include interview questions on adaptable teaching.	2025-26	Training during Autumn INSET 2025	SLT HODs SLT	Autumn 2026 Summer 2026		Autumn INSET 2025 by Jessica Adkins (cognition and metacognition)
	A8	Implement, monitor and review a new system of intervention planning, recording and review which	2025-26	N/A	Head / Deputy of Learning Success	Autumn 2026		Introduced in Department Meeting Autumn 2025

		ties more closely with the current APDR cycle system in place.						
	A9	INSET for all staff on Dyscalculia - Improve staff awareness and understanding of Dyscalculia - Build staff confidence in delivering suitable environments and curriculum for pupils with Dyscalculia.	2025-26	£450 + travel	Head of Learning Success	Autumn 2026		Autumn INSET 2025 by Cat Eadle from the Dyscalculia Network to learning support staff and Karen Berrington as Head of Maths.
	A10	Explore and trial software options designed to support SEND pupils.	2025-2026	Varying costs	Head / Deputy of Learning Success	Autumn 2026		

Target	Ref	Accessibility Strategy	Timescale	Cost	Responsibility	Target Date	Date completed	Updates 2021-24/Next Steps 2024-25 / Next Steps 2025-26
To improve access, progress and	B1	INSET for all staff on ADHD - Improve staff awareness and understanding of ADHD - Build staff confidence in delivering suitable environments and curriculum for	2022-23	£350+VAT (Fintan O'Regan) * *Consider inflation	Head of Learning Success Head of Boardman Head of the Manor House	Summer 2023 Summer Term 2025	April 2024 Updates April 2025	Fintan O'Regan staff training - ADHD completed during April 2023 INSET. ADHD Parent session held in October 2023 Assembly held during October 2023. Training by paediatrician

participation for children with communication and interaction needs		pupils with ASD (Relating to pupils who will bein PP2 & FIII, FV, FVI Sept. 2022)						Victoria Nesbitt to staff and parents during the Link meeting Further training to be arranged during 2024-25 academic year. Marcelina Watkinson (parent), JoGo Behaviour. Autism Society
	B2	Consider employing a school Speech & Language therapist Build relationship with local specialists including Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Paediatricians, Dyslexia Assessors, play therapists. Find a replacement Speech and Language Therapist following the	2022-23	Cost of training and salary See Human Resources for further details	Head of Learning Success	Summer 2024		SALT services provided by Kathy Clarke on a private basis. SALT provides guidance for LSAs to support in between sessions 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. Continue to establish links with other local professionals – behaviour specialists.

		departure of Kathy Clark at the end of July 2025.						
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Target	Ref	Accessibility Strategy	Timescale	Cost	Responsibility	Target Date	Date completed	Updates 2021-24/ Next Steps 2024-25 / Next Steps 2025-26
To improve access, progress and participation for children social, emotional and mental health needs	C1	Continue to promote and develop Wellbeing room	2021-24	Budget from Wellbeing to resource the room	Inclusion Team	Summer 2024 April 2025 Autumn 2026	Summer 2024 April 2025	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. Now Bertie (in training)! Additional Wellbeing Room added in Summer 25 to accommodate increased number of children. Additional Learning Success room still needed to accommodate increased number of children.
	C2	Extend working days of the schools Nurture and Wellbeing and Resilience Practitioner	2022-23	See Human Resources for further details	HR Inclusion Team	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 Involve Wellbeing practitioner in Link meetings.	2021-22	As for C1&2	Deputy Head 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 See Human Resources for further details	HR	Summer 2024 Summer 26 Autumn 24 Autumn 25 Autumn 24 Autumn 24	Aut24 Decem-ber 24 Decem-ber 24	Current skills of the wellbeing practitioner are varied and with further training of LSAs – ELSA support is not required Confirmation that Wellbeing Practitioner can complete ELSA training during 25-26 academic year Introduction of a PSA in Autumn 24. Counselling course completed 2025. Second PSA employed Autumn 2025 Restructure of Boardman LA allowing them to specialise and support LSAs, SENDCo and Wellbeing practitioner. Introduction of the Zen Zone at lunchtimes to be run by Wellbeing Practitioner and LSAs.

	C5	Implementation of AV1 robot to support learners unable to access classroom learning.	2024 onwards	£125 / mth	Head of Learning Success IT Department	Spring 2025	Summer 2025	AVI used successfully to support the reintegration of a child into school
	C6	Review into the length / structure of the school day.	2025		ELT	Summer 2026		
	C7	Training in positive handling for additional learning support staff.	2025		ELT	Summer 2026		

Target	Ref	Accessibility Strategy	Timescale	Cost	Responsibility	Target Date	Date completed	Updates 2021-24/Next Steps 2024-25 / Next Steps 2025-26
To improve access, progress and participation for children with physical and sensory needs.	D1	Access to further audiobooks/Audible for pupils with visual impairment	Summer 2022	£20-45 per year £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 ICT strategy group	Summer 2023 Autumn 24	Summer 2023 Autumn 24	All children who need noise cancelling headphones have a device. Monitor this to ensure new children will devices have access to the correct headsets
	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 2022-23	Dependent on device type	Head of Learning Success ICT strategy group	Summer 2023	Summer 2023	New laptops bought for FVI and Boardman children in 2022-23 academic year – touch screen
	D4	Improvement in access to equipment to support learners physical and sensory needs in classroom learning environment (wobble stools, fidgets, standing desks)	2024-27	Ongoing cost	Head of Learning Success	Summer 25	Summer 25	Additional standing desks and wobble stools introduced Ongoing purchases
	D5	Introduce the use of Enable Tables in key learning areas across the school.	2025-2026	Ongoing cost	Head / Deputy of Learning Success	Summer 26		

Improving access to information

Target	Ref	Accessibility Strategy	Timescale	Cost	Responsibility	Target Date	Date completed	Goal achieved/update
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. 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: • physical and sensory • social, emotional and mental health • communication and interaction • cognition and learning	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. 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 Autumn 25 – Add to email footer	Ongoing	Details of how alternative formats can be accessed is available on the school website. To be developed under the new Marketing and Communication Manager joining in October 25.

