

Beecroft Academy: Accessibility Plan (2026–2029)

Motto: *Achieving Excellence Together*

Plan Period: September 2026 – July 2029

Lead Responsibility: Headteacher, Assistant Headteacher for Inclusion and SEND and the Local Governing Body

Review Frequency: Every 3 years (Annual action tracking)

Aims

This Accessibility Plan is drawn up in accordance with the Equality Act 2010 (Schedule 10) and the SEND Code of Practice 2015. This plan summarises our development priorities in the three areas specified by the Disability Act. The school is also committed to making reasonable adjustments for individual pupils to ensure all pupils can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

- **Increasing curriculum access** for pupils with a disability.
- **Improving the physical environment** to enable disabled pupils to take full advantage of education, benefits, facilities, and services provided.
- **Improving the delivery of written information** to pupils, staff, parents, and visitors with disabilities in accessible formats.

Objectives

The objectives of this plan are:

- To ensure all disabled pupils are fully involved in school life and are making good progress. Page 1 of 9
- To identify barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabilities/pupils.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

Legislation

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

Provision at Beecroft Academy

This plan integrates our current inclusion frameworks:

- **The Graduated Approach:** *Assess, Plan, Do, Review* cycle applied across all individual support tiers.
- **Individualised Support Frameworks:** One Page Profiles (OPPs), Individual Education Plans (IEPs) with measurable SMART targets and Education, Health and Care Plans (EHCPs).
- **Specialist Provisions:** Targeted provisions such as **The Hive** to facilitate small-group interventions, regulation support, and safe learning environments.

Accessibility Action Plan (2026–2029)

Priority Area 1: Curriculum Access

Aim: To ensure all pupils, regardless of disability or SEND needs, access a broad, balanced and ambitious curriculum.

Action / Strategy	Success Criteria	Timeframe	Lead	Resources and Interventions	Reviewed
Adaptive teaching and Scaffolding	Staff consistently deliver adaptive teaching to remove barriers to learning across all subjects.	Ongoing (Termly reviews)	Assistant Headteacher (Inclusion) / Class Teachers	High-quality first teaching strategies, visual timetables, scaffolding tools.	2026 2027 2028
Targeted provision access	Utilise spaces such as The Hive, Regulation Stations, Sensory Streets and Sensory Room for social, emotional, academic and sensory regulation support.	2026 – 2027	SENDCo / Inclusion Team	Sensory regulation tools, small-group intervention materials.	2026 2027 2028
SMART Target Reviews	Maintain the <i>Assess, Plan, Do, Review</i> cycle for all IEPs and EHCP outcomes, reviewed termly and annually.	Termly / Annually	SENDCo / Class Teachers	OPPs, IEP tracking documentation, Central Bedfordshire Local Offer resources.	2026 2027 2028

Priority Area 2: Physical Environment Access

Aim: To maintain and enhance the physical school building and site to ensure equal access for pupils, staff, parents and visitors with physical or sensory impairments.

Action / Strategy	Success Criteria	Timeframe	Lead	Resources and Interventions	Reviewed
Physical Site Audits	Annual site audits to verify ramps, accessible toilets, handrails and lighting meet safety and access standards.	Annually (Autumn Term)	Site Agent / Business Manager	Maintenance budget, specialist mobility equipment assessments.	2026 2027 2028
Sensory Space Enhancements	Maintain and expand sensory regulation areas in the The Hive and key areas of the school to support pupils needing low-arousal environments. Develop Buzz Bees Wraparound care to have a sensory space.	2026–2028	Inclusion Team / SENDCo	Calming resources, weighted blankets, noise-cancelling ear-defenders.	2026 2027 2028
Emergency Evacuation (PEEPs)	Personal Emergency Evacuation Plans (PEEPs) put in place for every child/staff member with reduced mobility or sensory impairment.	Review as needed / Sept annually	Designated Safeguarding Lead / Deputy Headteacher	Custom PEEP documentation and staff training.	2026 2027 2028

Priority Area 3: Delivery of Information

Aim: To ensure communication and written information are fully accessible to pupils, parents, and carers with disabilities or specific access requirements.

Action / Strategy	Success Criteria	Timeframe	Lead	Resources and Interventions	Reviewed
Accessible Formats	School policies, newsletters and communications available in large print, screen-reader-friendly formats, or alternative languages upon request.	Ongoing	School Business Manager	Web accessibility tools, translation/formatting tools.	2026 2027 2028
SEND Parent/Carer Engagement	Host termly SEND coffee mornings to connect parents, share community signposting, and discuss home support strategies.	Termly	Inclusion Team / Assistant Headteacher	Community signposting materials, advice drop-in sessions.	2026 2027 2028
Augmentative and Alternative Communication (AAC)	Implement appropriate visual communication tools (e.g. PECS, Widgit symbols) across classrooms to aid pupil expression.	2026 – 2029	Speech and Language Leads / TAs	Widgit software, visual schedules, communication boards.	2026 2027 2028

Monitoring, Evaluation, and Approval

- **Implementation:** The Assistant Headteacher for Inclusion works alongside the Senior Leadership Team and staff to implement interventions and review provision.
- **Governing Body Oversight:** Progress against this action plan is monitored annually by the Local Governing Body alongside related

policies (SEND Policy, Equality Policy, Safeguarding & Child Protection Policy).

- **Community Feedback:** Input from parents and carers gathered through half-termly SEND coffee mornings and annual questionnaires will directly inform ongoing adaptations.

Approved by Governing Body: September 2026

Next Formal Policy Review: July 2029