



ACCESSIBILITY PLAN

Reviewed January 2026



The accessibility plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, sensory, social, physical, emotional and cultural needs. We are committed to taking positive approaches in line with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe. It contains relevant and timely actions to;

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils are as, equally prepped for life as able-bodied pupils; this covers teaching and learning and the wider curriculum of the school, such as participation in after-school activities, school trips and visits – it also covers the provision of specialist auxiliary aids or equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- improve access to the physical environment of the school, including improvements to the physical environment and physical aids to access education.
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples may include letters, timetables, and information about the school and school events in a range of preferred formats within a reasonable timeframe.

The Accessibility Plan will be monitored by governors.

Improving Curriculum Access				
Aim	Tasks	When	Who	Success criteria
To build classroom environments that are inclusive for all.	Part of T&L principles to look at EEF evidence on intentional classrooms Template of how an inclusive classroom looks			
To ensure that classroom support staff/teachers have specific training to meet individual's identified needs.	Provide CPD from specialist staff eg. Nurse, EP, Speech Therapist advisory teachers.	Ongoing	SENCo, HT, SLT	Raised confidence of support staff. Children able to access the curriculum with more independence and confidence. Staff trained to individual specific need eg. Medical.
To improve the quality of provision for children with specific special needs.	Use Plan/Do/Review cycle and individualised small stepped targets to ensure progress of SEND. Implement scaffolds to aid pupils eg. calm boxes.	Ongoing	SENCo, HT, SLT, Teachers, LSAs	Provision is enhanced for children with specific needs. Needs are managed within the setting more frequently by class staff.
	Actively seek external advice and support when pupils are making significantly less progress than expected.			

To improve the quality of provision for children with SEMH needs.	Social skill Programmes and resources are used with individual children with clear entry and exit assessments to show progress/ impact. Eg, The Hidden Chimp Social Detective Socially Speaking You Are Awesome/Gratitude Journals Karen Triesman resources Sensory rooms/spaces are used to support regulation. Pastoral support worker is available to provide additional provision/support.	Ongoing	SENCo, EHT, HoSLSAs, Learning Mentor	Provision is enhanced for children with specific needs. Individualised programmes are used with children with significant needs. Children access sensory spaces to support self- regulation.
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Improving Physical Access				
Aim	Tasks	When	Who	Success criteria
To ensure that all fire escape routes are accessible to all.	Visual checks on all routes. Practise fire drills.	Ongoing	Site Manager All staff	All staff and visitors are able to have safe, independent exit points.
To ensure that entry to the school is easy for people with disabilities.	Designated parking bays are maintained, ensure slope is free from litter and hazards and signage is maintained.	Ongoing	Site Manager	People with disabilities are able to access the school grounds and feel safe.
To ensure that children with SEN have support for their needs identified before starting school.	Home visits, Link programme, meetings with external agencies, parents etc form part of a pre-entry plan.	As needed	SENCo, EYFS teachers, Pre-school adults, parents	Children have a smooth transition when starting at Becket.

Improving delivery of written information				
Aim	Tasks	When	Who	Success criteria
To improve the delivery of information in writing for children using appropriate formats.	Colour strips/overlays. Enlarged texts. Copies on coloured paper. Board background coloured. Visual tracking assessments	Daily	Teachers, SENCo	Pupils are able to access the curriculum independently and with confidence.

To increase the range of information that is presented to parents electronically.	New website is updated to show current information. Communication is increased using social media and VLOGS. Newsletters are distributed weekly by email. Class Dojo is used.	Ongoing	Office, SLT	Parents have electronic access to 'school life' information.
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