

Benfield Primary School Accessibility Plan 2023-2026

This can relate very closely to the disability elements of the school's equality objectives, except that it covers pupils only, whereas the equality plan includes all members of the school community. The Accessibility Plan is divided into three strands.



A Improvements in access to the curriculum

B Physical improvements to increase access to education and associated services

C Improvements in the provision of information in a range of formats for protected groups

This plan was reviewed in spring 2023. It should be remembered that the 3 years of this plan has been disrupted significantly by the Covid pandemic.

Key Area	Targets	Actions	Timescale and responsibility	Outcomes
Improvements in access to the curriculum	1. Continue to review and develop the curriculum with a clear focus on knowledge and reflecting our community.	a) Review phase plans for all subjects to ensure wider cultural perspectives b) Develop the role of subject co-coordinators to ensure access to the curriculum for all children c) Use of assessment systems and precision teaching methods, close gaps and raise outcomes for all children d) Assessment system for wider curriculum established to ensure all gaps closed for all children e) Topic knowledge organizers reviewed and available on the website for parents and children f) Development of outdoor play and education – ensuring outside environment is of highest quality	2024 subject leaders SLT and subject leads Subject leaders SLT – 2025 - 2026	Curriculum in place with clear systems for assessing attainment and progress. Nurture groups show clear impact and this is reflected in school attendance and progress
	2. To review and continue to develop pastoral support	a) New SEND provision areas explored b) Nurture provision to be reviewed and	SENCO ongoing SLT	All children have equal access to a broad, balanced curriculum. Enabling needs to be identified and met. Pastoral support systems are central across the school and the impact can be seen through attendance and outcomes for all children All pupils are catered for

	3. Classrooms are organised to promote the participation and independence of all pupils. 4. Improve attendance for all children – especially reducing persistent absence	c) developed further as necessary d) Development of wellbeing champions role e) Monitor and develop after school provision for all children – especially disadvantaged and EAL/BRM a) SLT continue to review the of resources and approach to ensure that lessons are planned to meet the needs of all pupils in the class. This is part of the ongoing monitoring systems a) SLT and office to monitor and action plan, families that need support to enable children to be in school.	Drew Dower	clearly within the classroom environment, or within a small group All children have access to rich extended school curriculum Attendance improves to national or above levels for all children
	4. Ensure that all Year 6 pupils can access the Residential Outing.	a) Thorough planning and advance visits with detailed risk assessments put in place. b) Pre visits with children to allay fears c) Financial support d) Approach families on an individual basis to encourage attendance. E.g. Muslim families e) Organize a day trip for everyone during the residential trip	Drew Dower and year 6 team.	All pupils are able to participate.

Physical improvements to increase access to education and associated services	1. Ensure that all disabled stakeholders can safely evacuate the school.	a) Personal Emergency Evacuation plans for all children and staff are updated. b) Create PEEPs for pupils in class who require them. Copies held centrally.	Annually in Sept	All disabled children and staff are safe and confident in event of an evacuation.
	2. Communicate with parents the importance of dedicated spaces for parking	a) Disabled parking bays to be remarked as needed b) Regular communication	SEN team as required 2024-25	A clear marked area for parking for families with disabled children.
	3. Introduction of dedicated SEND rooms for high need pupils	a) Create spaces for children who have very high needs, to ensure the environment is meeting their complex needs	April 2024	SLT are confident the physical space is of the highest quality and meets the complex needs of children.
	4. Annual review of special medical needs	a) Review special medical needs yearly and install necessary equipment	Ongoing	SLT are confident the physical space is of the highest quality and meets the complex needs of children.

Improvements in the provision of information in a range of formats for protected groups	1. Further embedding of Anti-racist work and development of parental group.	a) Re-establish coffee mornings for EAL/BRM parents b) Staff training on anti-racist agenda	Antiracist team leads from 2023	To ensure all our families feel they belong and have all the information they require
	2. Review 'hard to reach' families, look into what are causes and adjust practice to improve this.	a) Attendance team to review attendance and consider how to engage each family b) SENCO to consider the needs of SEND families c) Disadvantaged pupils are central in SDP of 2023-24. As part of this – to look at how we can engage further with PP parents	Drew Dower SENCO Drew Dower	
	3. Ensure each summer there is a parental questionnaire to engage all families and plan forward	a) Whole school parental questionnaire – Summer term each year	SLT from summer 2024 onwards	

Positive responses on annual parental survey improve on last years, in each year group