

Beverley Minster CE Primary School



Accessibility Plan

Be your best at Beverley Minster.

**'Encourage one another and build each other up.'
I Thessalonians 5:11**



Effective date:	Autumn 2026
Date Reviewed:	September 2026
Date Due for Review:	September 2027
Contact Officer:	Mr L. Fletcher
SENDCO	Mrs S. McFadyen
Chair of Governors	Mrs Alyson Calvert

Beverley Minster CE Primary School aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until September 2029 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The plan shows the ways in which Beverley Minster CE Primary intends, over time, to achieve the following three aims:

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Health & Safety Policy, School Improvement Plan and the Special Educational Needs Policy.

Accessibility Plan 2026-2029

Aim 1 - Increase the extent to which SEND pupils can participate in the curriculum

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
All teaching staff will provide effective adaptive teaching across the curriculum.	School will ensure all teaching staff are adequately trained to deliver effective adaptive teaching.	Termly	SENCO, Deputy Head Teacher, Teaching and Learning Lead and Head Teacher	Time and funding will need to be adequate to provide coaching time, training on INSET days and CPD sessions.	

Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Play areas to re-designed to make them accessible to all.	EYFS play area will be updated to provide access to all.	By the end of 2026/27	Head Teacher and Trust Estates lead.	Time costs for equipment to be sourced from central funding.	

Aim 3 - Improve the availability of accessible information to disabled pupils

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Children with visual impairment will have adapted resources.	Audit resources using SAPTs consultation. Buy appropriate resources. Adapt class resources for visual impairment.	Termly	SENDCO, class teaching team and Head Teacher	Stationary costs. Costs of devices and resources linked to support.	