The Beacon
Pupil Referral Unit

ACCESSIBILITY PLAN

October 2025

Introduction and Legal Framework

Under the Equality Act 2010, schools must not discriminate against pupils with disabilities and must take reasonable steps to ensure that they are not placed at a substantial disadvantage. Schools are required to prepare and publish an Accessibility Plan which sets out how they will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the delivery of information to disabled pupils

This plan is compliant with:

- The Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice 2015
- The Children and Families Act 2014

The Beacon is committed to inclusion and equality of opportunity for all pupils, including those with disabilities and Social, Emotional and Mental Health (SEMH) needs.

School Vision and Values

The Beacon aims to treat all pupils fairly and with respect. Our core principles are:

- Equality of access for all pupils
- Recognition and celebration of diversity
- High expectations for every learner
- Personalised approaches tailored to individual needs
- Collaboration with parents, carers and external professionals
- A safe, nurturing environment that supports SEMH needs

We value parents' insight into their child's disability and its impact on daily functioning. We uphold the confidentiality of pupils and families at all times.

Definition of Disability

A disability is defined by the Equality Act 2010 as:

A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

This includes pupils with SEMH needs where the impact meets the criteria above.

Context of Provision

The Beacon caters primarily for children with SEMH needs. Our provision includes:

- Small class groups
- High staff-to-pupil ratio
- Therapies and interventions
- A personalised curriculum

- Trauma-informed behaviour support
- EHCP-led provision for pupils who require it

Accessibility planning considers both disability needs and SEMH barriers to learning.

Aims of This Accessibility Plan

1. Remove barriers to learning and participation
2. Ensure disabled pupils have full access to the curriculum
3. Improve the physical accessibility of the school
4. Ensure information is available in accessible formats
5. Promote positive attitudes towards disability
6. Ensure staff are trained and confident to meet diverse needs

Current Position Summary

Curriculum Accessibility:

- Differentiated learning
- Personalised timetables
- Specialist SEMH curriculum adaptations
- Use of assistive technology
- Access to external specialist services

Physical Environment:

- Ground-floor learning spaces
- Accessible toilet
- Calm spaces/therapeutic rooms
- Safe outdoor areas
  (A full premises audit is included in the action plan.)

Information Accessibility:

- Visual aids and timetables
- Pictorial communication systems
- Accessible formats on request
- Parent/carer meetings to share information

Roles and Responsibilities

- **Governing Body:** Approves and monitors the Accessibility Plan
- **Headteacher:** Ensures implementation
- **SENDCo:** Oversees provision for pupils with SEND and disability
- **Class staff:** Deliver adjustments and differentiated practice
- **Site Manager:** Ensures physical works are completed
- **Parents/carers and pupils:** Provide feedback and contribute to assessments

Monitoring and Review

- Reviewed every 3 years or sooner if legislation changes
- Progress monitored through:
  - SEND reviews

- Termly SLT meetings
- Governor SEND/INCLUSION reports
- Premises audits

The Accessibility Action Plan (2025–2028)

Below is a **3-year actionable plan** covering the required three strands.

INCREASING ACCESS TO THE CURRICULUM

Objective	Actions	Responsible	Timescale	Success Criteria
Ensure staff are trained to support a wide range of disabilities including SEMH, ASD, ADHD	Annual CPD programme; training from specialists; induction training	Headteacher / SENDCo	Ongoing	Staff confidently adapt learning for individual needs
Improve use of assistive technology for learning	Evaluate needs; purchase/allocate devices (e.g., laptops, speech-to-text); train staff	SENDCo / ICT Lead	2025–2026	Pupils using technology to access curriculum more independently
Ensure all curriculum areas are adapted for disabilities	SENDCo reviews planning; implement differentiated resources; adjust PE, trips, practical subjects	SENDCo / Teachers		Inclusive curriculum planning evidenced in lessons
Strengthen pupil regulation and emotional support	Expand therapeutic interventions; staff training in trauma-informed practice – constantly up-dated	SENDCo / Pastoral Lead	Ongoing	Reduced behavioural barriers; improved engagement
Ensure personalised reasonable adjustments are consistently applied	IPM's , IBP's updated half termly	SENDCo / Teachers	Half termly	Clear documentation; increased pupil access

IMPROVING THE PHYSICAL ENVIRONMENT

Objective	Actions	Responsible	Timescale	Success Criteria
Maintain accessible facilities	Annual accessibility audit; adjust signage, furniture and layouts	Site Manager / SENDCo	Annual	Safe, accessible learning spaces
Ensure calm, sensory-friendly areas are available	Maintain quiet rooms; develop sensory resources; adapt lighting where needed	SLT / Site Manager	Ongoing	Pupils able to regulate and access learning
Improve external access for pupils with physical needs (if required)	Risk assess routes; install ramps or markings; improve outdoor surfaces	Site Manager	2025–2027	Outdoor areas accessible to all
Ensure toilets and hygiene rooms meet accessibility requirements	Currently serves as staff toilet but can be also accessed by other users if required	Site Manager	Ongoing	Accessible, hygienic facilities available

IMPROVING THE DELIVERY OF INFORMATION

Objective	Actions	Responsible	Timescale	Success Criteria
Ensure all written information for pupils is available in alternative formats (as required)	Provide enlarged print, symbols, visuals, coloured overlays, digital formats	SENDCo / Admin	Ongoing	Pupils can access information in preferred format
Improve communication with parents with disabilities	Offer alternative formats; accessible meeting spaces	Admin Team	Ongoing	Parents report improved access
Increase use of visual supports across the school	Visual timetables; signage; social stories; symbol systems	SENDCo / Teachers	Ongoing	Consistent visuals reduce anxiety and increase understanding

Availability of the Plan

This Accessibility Plan is available:

- On the school website
- From the school office on request (in paper, large print, or alternative formats)