



Bentfield Primary School

Accessibility Plan

School context

Bentfield Primary school and Nursery is a mainstream primary school for children between 3 and 11 years old. The school has an enhanced provision, which has 24 places across the school for children with complex health, physical, developmental and lifelong learning needs. The school comprises of two main buildings, as well as an additional relocatable classroom. The main KS2 building has three floors, which can be accessed via a lift, and there are ramps to all of the classrooms and the playground. The KS1 and EYFS building, and the relocatable classroom are on one level.

We are committed to providing a fully accessible school environment that values and includes all pupils, staff, parents and visitors.

School Aims

- To be at the heart of our locality by working in partnership with families and the wider community.
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning.
- For all members of the school community to model positive, respectful relationships.

Legislation and Guidance

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Aims of the Accessibility Plan

The purpose of the plan is to:

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

Bentfield Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for every child. We aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We will continue the advice of Local Authority SEND services and appropriate health professionals to develop and implement our plan.

Current good practice

We aim to have a good level of understanding about any disability or health condition of our pupils and future pupils through early communication with parents and other professionals.

The school building is accessible through the use of ramps and lifts, and children can travel around the school with clear pathways through each class. Across the school, there are four disabled toilets which have hoists, changing beds, handrails and emergency cords.

We have good communication with other professionals including physiotherapists, Occupational Therapists and Specialist Teachers who provide expert advice regarding individuals' needs and programmes.

We have a wide range of resources available to support children to access the curriculum, as well as carry out academic tasks. This includes specialist pencil grips, specialist scissors, and writing slopes.

We use engagement model planning to support pupils working on the engagement model with differentiated planning across the week relating lessons to individual targets as well as class topics.

Bentfield Primary School Action Plan

This action plan sets out the aims of accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice	Issue identified	Action	Persons responsible/ Timescale	What success looks like
To increase access to the curriculum for all pupils with SEND	Differentiated planning for all pupils (including engagement model planning) Resource bank being built tailored to the needs of the pupils Progress towards curriculum targets is being tracked for all pupils with differentiated trackers where needed Targets are set and reviewed within termly meetings	Children transitioning year groups/change of teacher Resources need to be suitable to meet individual children's needs Forest area not accessible for children in wheel chairs.	SEND team to audit resources for each topic for each term and then purchase new resources to meet the needs of the pupils (in liaison with subject leaders). Storage to be purchased to store curriculum resources. Any changes to termly topics need to be collated. Accessibility of the forest area to be addressed, to ensure pupils can engage with the outdoor learning curriculum	SEND team termly review including adding additional resources to resource bank Ongoing	All pupils are able to engage with curriculum activities. Pupils are provided with appropriate resources and planning. Progress is tracked for all pupils.
To improve the delivery of information to pupils with SEND	Throughout school there are a range of communication methods being used for individual pupils. These include: • Makaton • AAC devices • Large print resources • Pictorial symbols	Not all signage is accessible	SEND team to audit current signage around school. Areas of priority to be categorised. Where possible signage to include Makaton or pictorial symbols.	SEND team Completed by July 2026	All information across the school is accessible to all pupils.

	Internal and external signage				
To develop supportive classroom and whole school environments for pupils with SEND	Pupils seating positions are checked by SEND team. Visual timetables are included within each classroom, with individual children having their own timetable. Displays for maths and literacy correlate with the colour of the books and are the same across the school.	Sensory garden needs updating Updated recommendations are now in place to support whole class environments for pupils with SEND.	Head of learning Support to audit what is currently in place within each classroom and across the school. Research whole class support strategies that are recommended and implement these across the school. Secure inclusion grant funding to update the sensory garden.	SEND team, teachers, support staff Completed across 2025/2026	All classrooms are supporting of differing children's needs with recommendations in place from specialist organisations. Sensory garden is accessible and provides a quiet space during break and lunch.

To ensure that all children have the opportunity to participate in extracurricular clubs	A range of clubs is provided across the school from Nursery to Year 6. Clubs are both after school and at lunch time enabling those who cannot attend after school access to clubs. There are clubs provided to support pupils' needs, including musical communication and Makaton.	Providing a range of clubs for all children across the school. Budgeting to provide support staff at clubs when needed.	SLT to oversee the clubs list each term, making sure there is a range of clubs provided both at lunch and after school. Support staff to be able to support any pupils requiring additional support out of school hours.	SLT, teachers, support staff	There is a range of accessible clubs both at lunch and after school for all children to access.
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