Buckingham Park Primary School

Vision: *Learning together. Learning for Life*

Mission: *Buckingham Park is a safe, vibrant place of learning where children engage enthusiastically with a stimulating and challenging curriculum. All individuals will be valued and enabled to grow and achieve academically, socially and emotionally and develop the skills required for successful future lives in a rapidly changing society.*

Accessibility Plan

Policy reviewed	October 2026
Policy to be reviewed	October 2027
Reviewed by:	SENCo / Deputy Headteacher
Approved by:	Full Governing Body

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The Equality Act 2010 protects disabled pupils from discrimination and places duties on schools to make reasonable adjustments. The purpose of the plan is to:

- Increase access to the curriculum so that disabled pupils can participate, engage and make progress in learning.
- Improve the physical environment to support disabled pupils' access to learning, facilities, services and wider school life, including consideration of individual sensory and accessibility needs.
- Improve the availability and accessibility of information so that disabled pupils can access and understand information in formats that meet their individual communication and access needs.

Buckingham Park Primary School is committed to identifying, reducing and removing barriers to access and participation so that disabled pupils can take part in learning, use school facilities and services, and engage fully in all aspects of school life on an equitable basis. We celebrate diversity, embrace individual differences and promote a culture of belonging, respect and inclusion, where every pupil is valued for who they are. Through our 'No Outsiders' approach, we actively challenge prejudice, stereotypes and negative attitudes towards disability and difference, helping pupils develop empathy, respect and an understanding that everyone has the right to feel safe, accepted and included.

Our aims are to:

1. Promote equality, dignity and respect by preventing disability discrimination, challenging negative attitudes and stereotypes, and ensuring disabled pupils are valued, listened to and treated fairly.

2. Make reasonable adjustments and provide appropriate support to reduce barriers and prevent disabled pupils from experiencing substantial disadvantage, recognising and respecting individual differences, including autistic pupils' sensory, communication and processing differences.

3. Plan proactively to improve accessibility and participation by identifying and addressing barriers to the curriculum, the physical environment, communication, information and wider school life, enabling disabled pupils to participate as fully as possible.

4. Celebrate diversity and embrace difference through our No Outsiders approach, promoting positive attitudes towards disability and difference, challenging prejudice and fostering a school community in which every pupil feels they belong and can be themselves.

5. Recognise and respond to individual needs by working in partnership with pupils, families and relevant professionals to understand pupils' strengths, preferences and access needs, making adjustments that support wellbeing, autonomy, learning and participation.

This Accessibility Plan sets out how Buckingham Park Primary School will identify, reduce and remove barriers to access and participation for disabled pupils, enabling them to engage as fully as possible in learning and all aspects of school life. The plan reflects our commitment to inclusion, equality and belonging, celebrating individual differences.

The plan focuses on three key areas:

a) Increasing access to and participation in the curriculum, ensuring that teaching, learning activities, resources and school experiences are accessible and responsive to pupils' individual strengths, needs and preferences.

b) Improving the physical environment to enable disabled pupils to access education, facilities, services and wider school activities. This includes considering physical, sensory and environmental factors that may create barriers to participation.

c) Improving the accessibility of information provided to pupils, taking account of individual communication styles, sensory and processing differences, and access needs and preferences. Information will be shared in appropriate formats to support pupils' understanding, communication and participation.

The Accessibility Plan will be appropriately resourced, implemented, monitored and reviewed regularly, and updated as necessary to reflect the changing needs of our school community. The accompanying action plans identify priorities, planned actions, resources, timescales and intended outcomes. Progress will be reviewed at least annually, with the views and experiences of pupils, parents/carers and relevant professionals informing decisions and helping to ensure that adjustments are meaningful, effective and promote equitable access for all.

Legislation and Guidance

Our work is informed by the relevant legal and statutory framework, including:

- Equality Act 2010

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- Relevant Department for Education and Equality and Human Rights Commission guidance
- West Sussex Ordinarily Available Inclusive Practice guidance and relevant specialist advice
- Ofsted inspection framework and guidance, where applicable

The School's Context

- Buckingham Park Primary School is a mainstream primary school for pupils aged 4–11.
- The school has transitioned from a three-form entry to a two-form entry structure across the majority of year groups.
- The school is based in one main building. Most classrooms and main areas are accessible, and a lift provides access to the second floor of the newer block.
- Two rooms on the second floor of the original building are not wheelchair accessible. These rooms are currently used as the Inclusion Office and a meeting room.
- The school has three accessible toilets located across key areas of the building, one of which incorporates a wet-room facility. In addition, the school has a separate wet room to support pupils with individual personal care, hygiene and accessibility needs, if needed. These facilities help promote pupils' dignity, privacy and access to school life. Their suitability and accessibility will be reviewed regularly to ensure they continue to meet pupils' changing needs.

Information about our accessibility plan will be published on the school website. The plan will cover a three-year period and will be updated annually.

1. Improving Access and Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Ensure effective communication and partnership with parents/carers	SLT/ SENCo	• Offer regular, accessible opportunities to share information and review progress, including termly consultations, School Support Plan meetings, annual review meetings and Stay and Learn sessions. • Ask families about preferred communication methods and invite their views on what supports their child. • Gather the views of parents and carers of pupils with SEND annually through a Microsoft Forms questionnaire to identify barriers to access, evaluate the effectiveness of existing support and adjustments, and inform priorities for improving accessibility, inclusion and participation across the school. • Continue to work in partnership with the school's LAPP group	Time allocated; accessible communication formats where needed	Ongoing; review termly	• Pupils and families are listened to and informed. • Family knowledge and pupil voice inform adjustments and review of provision.
All staff have appropriate training to meet the needs of all children, including those with disabilities and neurodiversity	SLT/ SENCo/clerical	• Provide relevant training for all staff to develop the knowledge, skills and confidence needed to meet the diverse needs of pupils across the school, including use of StepLab. • Distribute an annual staff training audit to identify existing knowledge, confidence levels and areas where further training is needed or desired, ensuring professional development priorities reflect pupils' needs and support inclusive, accessible and autism-affirming practice. • Deliver and refresh training in emergency medication, allergies and intimate care, where required, to ensure pupils' safety, dignity and wellbeing.	Staff training time; cover; specialist advice; CPD resources	Ongoing; training reviewed annually and when needs change	• Teaching staff CPD training to include supporting children with autism and neurodiversity • CPD needs are reviewed annually • Ensure all relevant staff receive and regularly refresh appropriate medical training to meet pupils' individual

		• Provide training in autism-affirming practice, including understanding and respecting autistic pupils' individual strengths, communication styles, sensory differences and processing preferences. • Provide training on sensory differences and regulation, enabling staff to recognise individual sensory needs and make appropriate environmental and practical adjustments. • Support staff to develop inclusive and accessible teaching approaches that reduce barriers to learning and enable all pupils to participate in the curriculum, through weekly LSA meeting/training, including sensory processing difference and use of Widgit. • Seek advice, guidance and training from relevant specialist services, including Speech and Language Therapy, the Autism and Social Communication Team (ASCT), Learning and Behaviour Advisory Team (LBAT), Sensory Support and other professionals, as appropriate. • Arrange specialist outreach, observations and consultations where appropriate to support staff in understanding and meeting individual pupils' needs.			healthcare needs, including the management of allergies, anaphylaxis, medical conditions and continence or intimate care needs, where required.
Ensure all trips, clubs and extra-curricular activities are accessible to all	SLT / SENCo / activity leads	• Plan trips, clubs and events with accessibility in mind from the outset. Consult pupils and families, identify barriers and agree reasonable adjustments, including changes to activities, communication, sensory demands, transport, staffing or equipment. Complete proportionate risk assessments where needed and liaise with providers.	Planning time; specialist equipment; additional support or transport where required	Ongoing; review before each activity	• Pupils are offered meaningful opportunities to participate. Adjustments are planned in advance and pupils are not excluded solely

		• Prepare pupils who may find changes to routine or transitions challenging for school visits, trips and unfamiliar experiences by using personalised social stories, visual supports, photographs and clear, accessible information in advance. Provide opportunities to discuss what to expect, explore potential changes and identify individual adjustments to support pupils' confidence, emotional regulation and participation.			because an adjustment is needed.

2. Improving the Physical Environment					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Ensure children have the appropriate visuals to aid social communication and learning.	Class teachers /SENCo	• Visual timetables to be displayed in all classrooms, with personised ones for indiviudla children • Visual communication boards used for children with speech and language needs to communicate their thoughts and choices • Visual fans to be used by staff in EFYS and Y1 to support communication to all children • Now/Next boards used for individual children	Widgit, fans, communication boards, timetables.	Ongoing; training reviewed annually and when needs change	• All children know what is happening in their school day • Children are able to communicate their thoughts and choices in their preferred way
Provide a low arousal environment for sensory needs	Class teachers /SENCo	• Hessian backing on all display boards • Clear space around interactive whiteboard, windows and walls • Classroom sensory audit completed by Autism Ambassadors and shared with teaching staff	ASCT sensory audit	Ongoing; training reviewed annually and when needs change	• Children are able to learn in a calm space with reduced distractions

3 Improving the Delivery of Written and Other Information					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Offer information in accessible formats	Office / SLT / SENCo	• Share school information through appropriate channels, including regular emailed newsletters and the school website. • Offer translated, simplified, enlarged or alternative formats where needed, and ask families about their preferred way to receive information. • Provide clear routes for families to ask for adjustments.	Contact details; translation and adaptation costs	Ongoing	Families can access important school information in a format and language that works for them.