Beulah Junior School
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Our Core Values
Success
Unity
Pride
Enjoyment
Respect

Beulah Junior School

Accessibility Plan

Reviewed October 2026

Approved by	Premises and Health and Safety Committee
Review date	October 2026
Next statutory review	By 1 March 2027, for the three-year period beginning 1 April 2027

Status note: This October 2026 review updates the school's existing plan and action priorities. A further accessibility plan should be prepared by 1 March 2027 for the statutory three-year period beginning 1 April 2027.

1. Aims

Beulah Junior School is committed to providing an inclusive environment in which disabled pupils can participate fully in school life. Under Schedule 10 of the Equality Act 2010, the school's accessibility planning focuses on three areas:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school so disabled pupils can take greater advantage of education, benefits, facilities and services.
- Improving the delivery of information to disabled pupils where that information is readily accessible to pupils who are not disabled.

Beulah Junior School Inclusion Statement

Our school treats pupils and families fairly and with respect. We provide access and opportunities for pupils without unlawful discrimination. Beulah Junior School is proud to be an inclusive school, welcoming a diverse community with different cultures, languages, religions and needs. Every child and family is an important part of our community.

Our core values – Success, Unity, Pride, Enjoyment and Respect – support our commitment to inclusion, participation and high expectations for all.

The plan will be made available on the school website and paper copies will be available on request. The school will consider requests for information in alternative accessible formats and will make reasonable adjustments where required.

The school will continue to provide appropriate equality, SEND, medical and accessibility training for staff. It will work with Croydon Council, external professionals, pupils, parents/carers and other partners as appropriate when identifying and addressing accessibility needs.

2. Legislation and guidance

This plan has been prepared with regard to:

- Equality Act 2010, including section 85 and Schedule 10 (accessibility for disabled pupils).
- Equality Act 2010 reasonable-adjustment duties for schools.
- Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005, as carried forward under the Equality Act 2010.
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years.
- Department for Education guidance on what maintained schools must publish online.
- Department for Education Inclusive education estates guidance (2026), where relevant to future site improvements.

Under the Equality Act 2010, a person is disabled where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Whether a pupil meets this definition depends on the effect of the impairment, rather than simply on a diagnosis.

The school has a duty to make reasonable adjustments for disabled pupils. Adjustments are considered according to individual need and may include changes to provision, practice, assessment arrangements, support or auxiliary aids. Accessibility planning also requires the school to consider improvements to the physical environment over time.

3. Aims of the plan

- To meet the school's statutory accessibility-planning duties.
- To identify and remove or reduce barriers to participation for disabled pupils.
- To ensure accessibility is considered in curriculum planning, communication and premises development.
- To provide a clear framework for planning, resourcing, monitoring and reviewing accessibility.
- To involve pupils and parents/carers, where appropriate, in identifying barriers and evaluating adjustments.

4. Current situation

Beulah Junior School occupies an older, two-storey building within relatively small grounds, some of which are shared with the neighbouring infant school. The canteen is in a separate block. The age and layout of the building create some constraints, particularly in relation to access to the upper floor.

Existing accessibility measures include:

- An accessible main office at the front of the building, with ramped access.
- An accessible toilet on the ground floor.
- Ramped access to the main pupil entrance and to the canteen.
- An evacuation chair and emergency arrangements that are reviewed for pupils, staff and visitors who may need additional support.
- Accessible use of ground-floor spaces and arrangements to relocate learning or activities where an upstairs space cannot be accessed.
- Visual timetables and other adapted resources where these support individual pupils.
- Assessment access arrangements for eligible pupils, in accordance with current statutory assessment requirements.
- Individual healthcare plans, risk assessments and personalised arrangements where required.

A passenger lift to the upper floor has previously been considered but has not been installed because of the constraints of the existing building. Where physical access to an upstairs space is not possible, the school will make reasonable alternative arrangements so that a pupil is not disadvantaged.

5. Accessibility action plan – October 2026 to March 2027

The actions below update the previous 2023 plan. They are intentionally school-wide rather than referring to individual named pupils. Individual reasonable adjustments will continue to be recorded through the appropriate pupil-level plans and records.

Priority	Actions	Lead	Timescale	Success criteria
Curriculum access	Audit current curriculum access for disabled pupils and pupils with identified accessibility needs. Check that reasonable adjustments, adaptive resources, visual supports, assistive technology and assessment arrangements are identified and implemented. Seek pupil/parent views where appropriate.	Inclusion Manager / Deputy DSL, Deputy Head Teacher, curriculum leaders	Autumn 2026 and ongoing	Barriers are identified promptly; adjustments are recorded and implemented; pupils can participate in lessons, trips, clubs and wider school life as fully as reasonably possible.
Physical environment	Complete an accessibility walk of the site, including entrances, routes, ramps, accessible toilet, signage, lighting, playground access and emergency evacuation arrangements. Record any maintenance or improvement actions and consider accessibility whenever premises work is planned.	Head Teacher / Premises lead / Premises & H&S Committee	Autumn 2026; review termly	Accessible routes and facilities remain usable; identified barriers have an action, owner and timescale; accessibility is considered in future premises decisions.
Accessible information	Review how information can be provided in accessible formats. Ensure families can request reasonable alternatives such as large print, translated information or other formats, and that digital communications are compatible with common accessibility features where reasonably practicable.	Head Teacher / School Office / Inclusion Manager	Autumn 2026 and ongoing	Requests for accessible information are responded to promptly and information is provided in an appropriate format within a reasonable time.
Medical needs and individual planning	Ensure pupils with medical conditions or disabilities have current healthcare plans, risk assessments, emergency arrangements and staff training where required. Review plans following significant changes and at least annually where appropriate.	Inclusion Manager / School Office / DSL team	Ongoing	Relevant plans are current; staff understand agreed arrangements; pupils' medical and accessibility needs are safely supported.
Staff awareness	Include accessibility and reasonable adjustments within relevant SEND/equality/medical training and induction. Remind staff that disability is determined by the effect of an impairment and not solely by diagnosis.	Head Teacher / Inclusion Manager	2026–27 training cycle	Staff understand their responsibilities and know how to raise an accessibility concern or request advice.
Preparation of 2027–30 plan	Use the autumn accessibility audit, current pupil needs, parent/pupil feedback and premises priorities to prepare the	Head Teacher / Inclusion Manager / Premises & H&S Committee	Draft by February 2027; approved by 1 March 2027	A written, resourced plan is approved for the period beginning 1 April 2027.

Priority	Actions	Lead	Timescale	Success criteria
	next statutory three-year accessibility plan.			

6. Monitoring and review

The Head Teacher and Inclusion Manager will monitor implementation of the action plan. Progress and significant accessibility issues will be reported through the school's appropriate governance arrangements. The governing body must keep the accessibility plan under review and revise it where necessary.

When preparing and implementing the plan, the school will have regard to the resources required. Accessibility needs arising for an individual pupil will not be delayed simply because they are not specifically listed in this plan; reasonable adjustments will be considered as needs arise.

7. Links with other policies and documents

- Equality information and objectives
- SEND Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Risk assessments and individual pupil plans
- Complaints Procedure
- Emergency evacuation arrangements / Personal Emergency Evacuation Plans (PEEPs), where required

Appendix 1: Accessibility audit

Accessibility Audit – November 2026

Completed by: _____ **Date:** _____ **Next review:** _____

Use this audit to identify accessibility barriers and any actions required. Individual reasonable adjustments should continue to be recorded through the appropriate pupil-level plans and records.

Area	What we need to check	Current position	Action needed	Lead / date
Curriculum	Can disabled pupils access the curriculum and are reasonable adjustments in place?			
Curriculum	Can pupils access trips, clubs, PE, assemblies and wider opportunities?			
Curriculum	Are appropriate resources, technology and assessment arrangements available?			
Physical environment	Are entrances, ramps, routes, toilets, playground and canteen accessible?			
Physical environment	Where upstairs access is not possible, are suitable ground-floor alternatives available?			
Physical environment	Are emergency evacuation arrangements appropriate, including PEEPs where required?			
Information	Can information be provided in alternative accessible formats when required?			
Information	Are digital communications reasonably accessible?			
Overall	Have relevant pupils/parents been consulted about barriers and adjustments?			
Overall	Is accessibility considered when future premises work or resources are planned?			

Key priorities arising from the audit

Priority / barrier	Action	Lead / timescale