

Berkswich CE Primary School			
Reference Number S24a	Shared with Staff February 2026	Ratified by Governing Board February 2026	Review Date Reviewed every three years February 2029
Policy Title	Accessibility Plan		

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This policy operates within the Christian ethos of the school and has been written to reflect an understanding that each of us are equally cherished and valued as God's children, and all deserve, and ought to be given the opportunity to achieve their full potential.

At Berkswich, we are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, sensory, spiritual, physical, cultural, social and emotional needs.

Aims of the Accessibility Plan

This plan outlines how Berkswich CE Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment and information).

A person is regarded as having a disability under the Act 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.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways, which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone refurbishment.

1. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

The areas covered in this plan are:

1. Improving the Access to the Curriculum
2. Improving the Access to the Physical Environment
3. Improving the Availability and Accessibility of Written Information

2. Improving the Curriculum Access at Berkswich Primary School

This strand of the planning covers improvements to the curriculum. Planning for improved access to the curriculum includes; consideration of whole school and classroom organisation, timetabling, curriculum options, effective deployment of teaching assistants and necessary training delivered to staff.

Curriculum audits support the school in tracking patterns of achievement and the level of participation of pupils with disabilities across the different areas of the curriculum. This ensures that the necessary actions are put into place to increase participation and engagement in the curriculum and wider school life.

As well as our teaching and learning throughout the curriculum, we offer a wider provision, which includes a range of after school clubs, leisure opportunities, sporting and cultural activities/events and school visits.

Curriculum Access Planning 2026-2028

Aim/Target	Intended Outcome	Strategy	Timeframe	Outcome
Wi-Fi Provision further Improved reaching across the whole school	Ability to access a range of resources in different locations.	Purchase and install Wi-Fi-check regular connection standards		
Enrichment access developed	Children access a range of enriching activities on site and off site.	Range of clubs and trips offered to the children		
Use of local community including forest schools and exploration of local environment	Children learn in holistic and learner lead way with outdoor freedom to explore.	Forest school sessions in various year groups across the school Forest school lead to guide and train where		

		appropriate		
Intervention training for Teaching Assistants	To upskill support and provision available for a range of difficulties	TAs to complete purposeful CPD to increase outcomes for pupils		
Staff trained to meet individual medical needs of pupils where applicable.	Epi pen and other courses to complete to support pupils with various medical needs	Training and regular recap of information		

3. Improving the Physical Environment at Berkswich Primary School

This strand of the planning covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture.

Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education covers ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Physical Access Planning 2026-2028

Aim/Target	Intended Outcome	Strategy	Timeframe	Outcome
Use of colour contrast where possible throughout school	To increase visibility of steps to avoid trips	Contrast colour where possible throughout school to support visual needs		
Adequate signage for disabled parking	To draw attention to disabled spacing and ensure non-disabled do not use the space unintentionally	Purchase signage and maintain regularly.		
Steps are all clear and painted at front of school	To increase visibility	Paint steps		
Accessible trim trail equipment	To increase accessibility to active equipment	Purchase equipment		
Sensory Room renovation	To allow for sensory integration and pastoral nurture support when required	Plan, decorate purchase equipment, design and implement		

4. Improving the Availability of Accessible of Written Information at Berkswich Primary School

This strand of planning covers written information is provided by the school to its pupils, parent and carers. This information includes; handouts, timetables, letters, information about school events, school examination papers and newsletters.

These are made accessible to everyone and may include may include alternative formats such as large print, the use of ICT, Parent Mail and verbally.

The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication.

Availability and Accessibility of Written Information Planning 2026-2028

Target	Intended Outcome	Strategy	Timeframe	Outcome
Paper copies made available upon request	Access to information provided by school.	State in every correspondence that paper copies can be obtained via the office		
SEND webpage further developed	To make sure clear, concise and up to date information is accessible via the SEND web page.	Continual uploading to ensure content is accurate.		
SEND information to be sent to parents regularly	Parents are aware of opportunities and support available via appropriate sign posting.	Email any information regarding SEND support. IHP MS Forms Updates		

Ensure information is available in relevant formats Large print Braille Pictorial or symbolic representations	Children can access the curriculum with ease through a variety of formats.	On all communication it is made aware to parents and carers that information can be sourced in various formats.	As needed	
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In the event a child should be on roll at Berkswich CE Primary School who required additional help to evacuate from the school in the event of an emergency, a Personal Emergency Evacuation Plan (PEEP) would be put into place and regularly reviewed.

The purpose of this Personal Emergency Evacuation Plan (PEEP) is to enable Berkswich Primary School to implement effective arrangements to ensure everyone can evacuate the building in an emergency, should one arise. This plan ensures that no one is discriminated against, or treated less favourably, in the event of an emergency.

5. Review of the previous plan 2022-2025

Curriculum Access Planning 2022-2025

Aim/Target	Intended Outcome	Strategy	Timeframe	Outcome
Wi-Fi Provision further Improved reaching across the whole school	Ability to access a range of resources in different locations.	Purchase and install Wi-Fi-check regular connection standards	2021-2022	Completed October 2022
Enrichment access developed	Children access a range of enriching activities on site and off site.	Range of clubs and trips offered to the children	Ongoing	Enrichment program tracker and designated staff member who monitors

				this across school is in place.
Use of local community including forest schools and exploration of local environment	Children learn in holistic and learner lead way with outdoor freedom to explore.	Forest school sessions in various year groups across the school Forest school lead to guide and train where appropriate	Ongoing	Trained Forest School member of staff.
Intervention training for Teaching Assistants	To upskill support and provision available for a range of difficulties	TAs to complete purposeful CPD to increase outcomes for pupils	2022-2023	A range of CPD has been sourced to support staff to support the differing needs present across the school
Staff trained to meet individual medical needs of pupils where applicable.	Epi pen and other courses to complete to support pupils with various medical needs	Training and regular recap of information	Yearly	Yearly update CPD is provided to all staff- certificates held in SSR.

Physical Access Planning 2022-2025

Aim/Target	Intended Outcome	Strategy	Timeframe	Outcome
Use of colour contrast where possible throughout school	To increase visibility of steps to avoid trips	Contrast colour where possible throughout school to support visual needs	2022-2025	Careful consideration for all choices of flooring.
Adequate signage for disabled parking	To draw attention to disabled spacing and ensure non-disabled do not use the space unintentionally	Purchase signage	2022 March	Purchased 2025 to refresh older worn signage.
Steps are all clear and painted at front of school	To increase visibility	Paint steps	2022 July	Refreshed 2025
Accessible trim trail equipment	To increase accessibility to active equipment	Purchase equipment	2022-2025	As required.
Sensory Room completed	To allow for sensory integration and pastoral nurture support when required	Purchase equipment, design and implement	2022-2023	Completed December 2022 Refresh renovation works due to take place end of 2025 into 2026.

Availability and Accessibility of Written Information Planning 2022-2025

Target	Intended Outcome	Strategy	Timeframe	Outcome
Paper copies made available upon request	Access to information provided by school.	State in every correspondence that paper copies can be obtained via the office	Ongoing	
SEND webpage further developed	To make sure clear, concise and up to date information is accessible via the SEND webpage.	Continual uploading to ensure content is accurate.	Ongoing	
SEND information to be sent to parents regularly	Parents are aware of opportunities and support available via appropriate sign posting.	Email any information regarding SEND support.	Ongoing	Parents have access to the SENDCo's email and they meet with her regularly. Personalised communications are sent via email or paper format.
Ensure information is available in relevant formats Large print, braille, pictorial or symbolic representations	Children can access the curriculum with ease through a variety of formats.	All pupils can	As needed	Purchase of Widget 2025 and visual signs are displayed across school and for individual children based upon need and appropriateness.