

Berkswich CE Primary School			
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Policy Title	Access Policy Statement		

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Intent

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.

Berkswich C.E Primary is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The school takes necessary steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school believes in equality and inclusiveness for all and ensures that everyone should have equal access to facilities and services regardless of disability, age, gender or race. By actively promoting an inclusive and positive environment ensuring that, all pupils are given an equal opportunity to develop socially, to learn, and to enjoy school life.

The school puts accessibility for all at the heart of the planning and design process so are continually looking for ways to improve accessibility within the school through data collection, parents'/carer questionnaires and discussions. The school challenge negative attitudes about disability and accessibility to develop a culture of awareness and inclusion. This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Pupil Equality, Equity, Diversity and Inclusion Policy, and the ways in which the school ensures its practices and environments are accessible and inclusive for staff are outlined in the Staff Equality, Equity, Diversity and Inclusion Policy.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Definition of Disability

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE 'The Equality Act 2010 and schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy

- Anti-bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan

Roles and Responsibilities

The Headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g., understanding how to administer insulin, in line with the Administering Medication Policy.

Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Development Plan. The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

It will be presented as a freestanding document and is available on the school website.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be stated above. If it is not feasible to undertake all the plans/works during the

lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENDCO annually.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

The Accessibility Plan will detail any barriers, which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.

The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Improvement Plan.

Berkswich's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum

- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Both the Accessibility Policy and Accessibility Plan will be published on the school website.

The SENDCO and Governors will complete an access audit each year.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The school strives to ensure that all existing and potential pupils are given the same opportunities and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Objectives

The school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that all our pupils receive as high a standard of education.

In order to ensure that the educational services it provides effectively meet the needs of disabled students the school will:

- Inform all staff of this policy so that the provision of educational services ensures the inclusion of all of our pupils. Such communications will address the legal obligation of staff, and the school
- Make all prospective employees aware of the disabilities of the pupils in the school. Any applicant for a new position will be made aware of their role in delivering the curriculum, personal care, therapy programmes and maintaining the health and safety of the pupils at all times
- Provide appropriate training for staff, which will explain the school access policy and ensure the effective implementation and monitoring of it
- Encourage all visitors to school including suppliers and contractors, to adopt similar policies towards disabled students
- Consult with disabled pupils, parents, staff and disability organisations
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action
- Monitor the implementation and effectiveness of the Accessibility Plan on a regular basis
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance

- Ensure that the School Prospectus refers to this Accessibility Policy
- Ensure that the School's complaints procedure covers the Accessibility Policy
- Ensure that information about the Accessibility Plan is published on the School's website
- Ensure that the terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access"
- Address acts of disability discrimination via existing policies, the school development plan and the asset management plan. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity

Access to Non-Educational Services within Educational Buildings

Berkswich Primary School also hires the facilities to non-educational and community bodies. This is an important income stream and provides a strong link with the local community

Since October 2004, schools, in the provision of non-educational services to the public, have had to take reasonable steps to remove, alter or provide reasonable means of avoiding physical features that make it impossible or unreasonably difficult for disabled people to access the service.

The provision of non-educational services may include activities such as:

- Governors' meetings
- Services offered to parents, such as meetings to present the annual report, admission and exclusion hearings where an appeal is by the parents
- Fund raising events organised by parent teacher association
- Leisure time activities for children or adults without any element of educational development i.e., Brownies and yoga

- The use of school sports facilities by the local community or the hiring of school accommodation to members of the public

Physical Environment of Schools

Berkswich Primary School has a SEND Coordinator who works with pupils making sure that access is available to all.

Employees are part of the school, both in terms of their own interaction with pupils and parents and the ease with which they work within their physical environment.

The school has an entrance and exit point for vehicles and pedestrian access.

All building and areas around the school is on one level and the dining area is accessible to all.

Berkswich Primary School has grounds, which become outdoor classrooms to reinforce the curriculum and offer experiences at break and lunchtimes. Staff ensure that the ethos of the school is carried into the grounds in all key stages.

There is access to seating in the reception foyer, and a phone is available in the school office.

Signage around the school adheres to current Health and Safety regulations and there is signage using the school communication system of symbols/pictures.

Lighting is suitable for purpose in all rooms with blinds in most rooms to allow for adjustable lighting.

Access to the Curriculum

Berkswich CE Primary School offers a broad and balanced curriculum for all pupils and has a SEND coordinator who provides additional specialist provision to enable all pupils with learning difficulties to access the curriculum and aid their educational development. The teaching environment / facilities include:

- Teachers and teaching assistants have the necessary training to teach and support disabled pupils through regular INSET days and individual courses
- Staff work closely with SEND Coordinator to ensure that pupils are able to access all curriculum opportunities, have appropriate means of communication and to devise and review targets for inclusion on pupil's IEPs
- The classrooms can be organised for pupils with adaptive equipment
- Individual targets are set to allow all pupils to achieve to the best of their ability in all lessons
- All pupils take part in music, drama and physical activities as part of the access to the curriculum
- Staff recognise and allow for the additional time required by our pupils to use equipment in practical sessions
- Berkswich CE Primary School provides all pupils with access to computer technology with appropriate adaptations for our pupils
- School visits are accessible to all pupils irrespective of attainment or impairment
- There are high expectations of all pupils
- Staff constantly seek to remove all barriers to learning and participation

The class teachers and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or

adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g., PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g., 'pupil IPEs including their One Page Profiles'.

The school ensures that specialist resources – including physical resources, e.g., large-print books, and human resources, e.g., learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Access to Education

Berkswich CE Primary School recognises that all disabled children should have access to education in accordance with the Equality Act and adheres to the Code of Practice, which advises on the statutory responsibilities of education bodies in the preparation of accessibility strategies and seeks to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and

physical aids to access education as identified in the Asset Management Plan and the School Development Plan.

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as able-bodied pupils in mainstream schools are; this covers teaching and learning and the wider curriculum of the school such as participation in school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and assistive technology**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable period.

1. Making Adjustments

The Equality Act states that Schools are not expected to change their premises. They are however expected to make long-term proactive plans for improving access to their buildings through their planning duties and this document should be read in conjunction with the School Development Plan and the Asset Management Plan.

Berkswich Primary School will continue to make “reasonable adjustments” to ensure that disabled students, parents or visitors attending the school are not discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed

- Berkswich CE Primary School teachers and support staff are skilled and flexible enough to adapt their teaching approaches to enable our pupils to learn effectively in their classrooms
- Berkswich CE Primary School has high expectations, school staff present work in many different ways using a variety of equipment. Work can be carried out individually, in small groups or the whole class group
- Reward systems are in place to support the children with positive strategies
- Pupils have behaviour plans to tackle any behavioural issues. The plan is created in conjunction with the parents, social workers and Behaviour Support team members

Each classroom is set out to provide the most positive environment to work in, to ensure the child learns effectively.

- Classrooms have sufficient space for all the children
- A variety of resources are used to ensure that the pupil learns effectively
- IT support is invaluable in providing access to the curriculum and assistive technology is used extensively throughout school to support the learning of disabled pupils
- providing extra support and aids (such as specialist teachers or equipment)

Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

- Berkswich will act in accordance with the appropriate Admissions Policy either for our Governor maintained Nursery places and for any other school admissions from Reception to Year 6. More information can be accessed at:

<https://www.staffordshire.gov.uk/education/Admissions-primary/Apply/Overview.aspx>

- In accordance with legislation, children who have a statutory statement of special educational need or an Education, Health and Care Plan (EHCP) that names a particular school as being the most appropriate to meet the child's needs must be admitted to that school. This will reduce the number of places available to other applicants.
- The school will apply the same entry criteria to all pupils and any potential pupils
- Berkswich will not put any pupil at a substantial disadvantage as reasonable adjustments will be made prior to the pupil starting at the school
- All pupils, including those with SEND, will have appropriate access to all of the opportunities available both in school and through our school community
- Information will be obtained on future pupils in order to facilitate advanced planning

- Prospective parents/carers of pupils with an EHCP and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs

Monitoring and Review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published by the SENDCo