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Accessibility Policy

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1. Aims

At Berkeley Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

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

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that Gloucestershire County Council will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- 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 within a reasonable timeframe

- 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 preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. Schools are required under the Equality Act 2010 to have an accessibility plan.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

TARGET	STRATEGIES	TIMESCALES	WHAT WILL SUCCESS LOOK LIKE?
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils 	On-going	All pupils are able to access the whole curriculum
	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum 	On-going	
	<ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities 	On-going	
	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability 	On-going	
	<ul style="list-style-type: none"> Targets are set effectively and are appropriate for pupils with additional needs 	On-going	
	<ul style="list-style-type: none"> The curriculum is reviewed to ensure it meets the needs of all pupils 	On-going	
	<ul style="list-style-type: none"> PE curriculum is accessible to all pupils 	Annually	All pupils have access to PE and are able to excel, even if support from an adult
	<ul style="list-style-type: none"> Disabilities do not impact on the activities during lunchtime and after school clubs 	As required	Disabled children feel able to participate equally in out of school activities
	<ul style="list-style-type: none"> Ensure that support staff have specific training on disability issues within the school environment 	On-going	Raise confidence of support staff
	<ul style="list-style-type: none"> All school trips and visits need to be accessible to all pupils 	On-going	All pupils are able to access all school trips and take part in a range of activities

TARGET	STRATEGIES	TIMESCALES	WHAT WILL SUCCESS LOOK LIKE?
Improve and maintain access to the physical environment	Ensure the school staff & governors are aware of access issues (access meaning 'access to' and 'access from')	As required	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met.
	Create access plans for individual disabled children as part of the SEND process	As required	Continuously monitored to ensure any new needs arising are met.
	Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of the school	As required	Parents have full access to all areas of school
	Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or staff) become physically impaired.	As required	PEEPs are prepared and reviewed as individual needs change
	Review any areas for visually impaired people. Including: <ul style="list-style-type: none"> • Check exterior lighting in working on a regular basis • Edges of any steps or obstacles are painted yellow 	Annually for any new children or as children join the school	Visually impaired people feel safe on school grounds
	Ensure staff are aware of the need to keep fire exits clear	Daily	All disabled staff and pupils have safe exit from school.

TARGET	STRATEGIES	TIMESCALES	WHAT WILL SUCCESS LOOK LIKE?
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations • Makaton 	<p>On-going</p>	<p>Pupils and staff can access the information to be able to succeed</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the School Development Board

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy