



BERRYCOOMBE PRIMARY SCHOOL

Accessibility Plan 2026-2029

Date written	September 2023
Reviewed on	Every 3 years
Last review	March 2026
Next review date	March 2029
This policy has been reviewed and adopted by the LGB	
April 2026	



We want all children to enjoy school, to be challenged to achieve their very best 'Aiming High' is our school motto and reflected in the badge designed by a previous pupil.

We want children to consider their time at Berrycoombe as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Berrycoombe School is committed to providing an environment that enables full curriculum access that values and includes 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.

The purpose of this plan is to show how Berrycoombe School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.



Definition of disability

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have: - total access to Berrycoombe's environment, curriculum and information and - full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services
 - Not to treat pupils with a disability less favourably
 - To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010 • Berrycoombe School :
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.



Berrycoombe School's Accessibility Plan endeavours to cover the statutory areas detailed below.

Increasing Access for pupils with a disability to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improving teaching and learning lies at the heart of Berrycoombe school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of Berrycoombe school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Berrycoombe School is continuing to grow and develop. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Improving the delivery of written information to pupils with a disability

This will include planning to make written information that is normally provided by the school to its pupils available to pupils with a disability.

Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

In planning to make written information available to pupils with a disability we again need to establish the current level of need and be able to respond to changes in the range of need. Berrycoombe School will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Financial Planning and control

The head-teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process. The school will work with TPAT to develop any available partnerships to develop and implement the plan.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete action plan	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Berrycoombe School offers a differentiated curriculum for all pupils</p> <p>We use resources and strategies tailored to the needs of pupils who require support to access the curriculum. These follow a graduated response for each pupil specifically written for them which may include physical resources or other strategies to ensure the curriculum is accessible to them.</p> <p>Use of ICT in school is evidenced as improving access, in particular in upper Key Stage 2 all children are given individual iPads that they can use accessibility options on tailored to their requirements This includes the recent arrangements for Y5 and Y6 iPads to go home each day (March 26)</p> <p>Staff are trained as appropriate, using external agencies, according to individual needs</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. Specific targets will be written for those on the register of SEND with appropriate scaffolding, adaptations, resources, strategies to ensure the curriculum is accessible to the child. Please refer too, to the SEND policy and Information Report.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. Each curriculum area has a statement of Intent, Implementation, and impact and in each area of learning consideration has been given to how that curriculum area is made accessible to ALL learners (Foundational skills area on the school</p>	<p>Accessibility reviewed regularly by teachers.</p> <p>Good practice in ICT is extended throughout the school.</p> <p>Review and development of practice is pro-active not reactive, as far as possible.</p>	<p>Review of accessibility to become part of termly review of classroom practice.</p> <p>Sharing of good practice in ICT to increase accessibility.</p> <p>Investment in Computing hardware is continuous to increase and maintain access.</p>	<p>SENDCo and ICT lead</p> <p>To include curriculum leads where necessary</p>	<p>ongoing</p>	<p>Termly monitoring throughout the year includes discussion about curriculum accessibility between the headteacher and teachers. This results in provision being adapted, where required, in a timely fashion, anticipating pupil need.</p> <p>All pupils have access to ICT hardware and adaptations that increase access as required.</p>



	<p>website). This may include resources, scaffolding, environmental factors, pace and timing etc</p>					
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps-accessible entrances to the building, playground and onto the field • Corridor width • Disabled parking bays • Disabled toilets and changing facilities-including shower if required • Adaptations and consideration in all risk assessments and emergency evacuation plans to meet individual needs • Highlighted/coloured edges-steps and ramps to support those with visual impairments • Library shelving accessible to all 	<p>Adaptations to the main school building are properly maintained and reviewed at regular intervals.</p>	<p>Building maintenance and compliance well managed to ensure adequate facilities are maintained.</p> <p>Adaptations needed to cabin entrance to ensure</p>	<p>Head teacher and health and safety executives</p>	<p>Annually</p>	<p>Adaptations to the physical environment to meet the need of disabled users are well maintained.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Berrycoombe School is able to use a range of communication methods to ensure information is accessible. These methods are able to be adapted to suit need. Consideration is given by teachers for children with specific speech and language or processing where their communication needs vary.</p> <p>Methods include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Written or pictorial form to back up spoken information • Use of ICT • Development of specific practices with health and education professionals to ensure communication methods are the most appropriate 	<p>Ensure that information on all pupil's communication needs is kept up to date to ensure needs are being met.</p> <p>The facility to adapt information to meet the needs of pupils is in place and able to be in pace rapidly should a pupil requiring the facility join the school.</p>	<p>SENCO to termly review communication needs and liaise with staff to ensure these are being met.</p>	<p>SENDCo PSA</p>	<p>Termly</p>	<p>Pupil's needs are met to ensure they can understand and act on information given.</p>



	<p>Where needed, other specific communications will be used such as:</p> <ul style="list-style-type: none">• emotion images/zones of regulation• now and next boards• social stories• visual timetables• communication fans <p>Access arrangements are implemented according to individual need and in line with statutory testing guidelines</p> <p>PSA and SENDCo work in collaboration with parents and identify support for them-internal support from Berrycoombe, or external support from agencies/groups-including SENDIASS (SEND Information and Advice Service) and FIS (Family Information Service) websites.</p>					
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