



Berkeley Primary School Accessibility Plan



The aim of this plan is to ensure that all students have full access to the curriculum and to the school. The school already provides for the additional needs of disabled pupils who have special educational needs (SEND). One of our duties is to plan to increase over time the accessibility of school for disabled pupils, staff and visitors. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on their ability to carry out normal day-to-day activities.

As a school we will work alongside the LA in order to:

- **Increase access for disabled pupils and parents/carers to the school curriculum.** 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.
- **Improve access to the physical environment of school.** This covers improvements to the physical environment of the school and physical aids to access education.
- **Improve the delivery of written information to disabled pupils and parents/carers.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents/carers. Examples might include newsletters, handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' /carers' preferred formats and be made available within a reasonable time frame, on request.

The school is accessible for people with disability;

- there are disabled toilets
- we have wide corridors
- we have wide entrance doors
- there are disabled parking spaces for parents and visitors to use
- access to the main entrance is via doors that automatically open
- sockets are set at an appropriate height
- colour schemes have been chosen for clear definition

Improving access to the Curriculum					
	Target	Strategies	Timescale	Responsibility	Success Criteria
Short term	To ensure equality of access to all aspects of the curriculum, (including school trips, outdoor activities).	To implement curriculum reviews. To review the inclusion and SEND policy. Staff to liaise with SENDCo to ensure they are fully aware of pupil needs. Risk assessments and pre visits as appropriate.	As required	Headteacher Class teacher	More opportunities for disabled learners. Policies reviewed and reference to equality in all. Increase staff awareness.
Medium term	Increase confidence of all staff in differentiating the curriculum to meet needs of all learners.	Access to CPD if required. Staff meetings.	As required	Headteacher SENDCo	Raise staff awareness and confidence in strategies for differentiation and increased pupil participation.



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	Ensure classroom support staff and additional adults have specific training on disability issues.	Access to CPD if required. Meet with Parents as required. Information sharing with all agencies involved with child.	As required	Headteacher SENDCo	Raise confidence of support staff. Parents fully informed. All staff aware of individual needs.
	Ensure accessibility of access to all equipment.	Alternative equipment in place to ensure full access. Liaise with outside agencies as appropriate.	On-going and as and when required	SENDCo Subject leaders Class teachers	Equipment available to meet the needs of children as appropriate.
Long term	To review short and medium term targets on an annual basis.	Access to CPD if required.	As required	Headteacher	School to have a wide range of teaching styles/resources available for all areas of the curriculum. All practice to be reviewed annually.

Physical improvements to the environment					
	Target	Strategies	Timescale	Responsibility	Success Criteria
Short term	Ensure all disabled can be safely evacuated	Develop a system to ensure all staff are aware of their responsibility.	As required	Headteacher	All disabled pupils and staff are aware of procedures in the event of fire alarm.
Medium term	Ensure adequate signage and external access for visually impaired people.	Appropriate signage.	On going	Headteacher Governing Body	Signage meets requirements of Health and safety \policy.
Long term	Layout of school to allow access for all pupils to all areas including outdoor areas.	Consider needs of disabled pupils, when considering any maintenance and redesign.	As required	Headteacher Governing Body Health and Safety committee	Buildings and outside areas are usable by all.

Improving Provision of information					
	Target	Strategies	Timescale	Responsibility	Success Criteria
Short term	Improve communication with all users, including disabled pupils and parents.	Ensure the website is clear, simple and easy to use of all. Ensure parents and pupils have wider access to information.	Ongoing	Headteacher Class teacher SENDCO	Excellent communication and regular and accurate updating of website.



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	Availability of written materials in alternative formats for children.	Modify documents as appropriate.	As required	Class teacher	Staff produce their own resources for children in their class.
Medium term	Availability of written materials in alternative formats for parents.	Admin aware of services available through local authority. Ensure all necessary documentation is available on the school website.	As required	Admin	All parents receive information in a form that they can access.
Long term	To review progress made in short term and medium term targets.	To plan for the next stages.	Ongoing	Headteacher SENDCO	Wider understand of issues involved.

Reviewed by: Anna Cvijetic (Headteacher)

Date: November 2023

Next review date: November 2026