



Accessibility Plan 2022-2025

Berry Hill has a whole school approach to disability. It is the responsibility of every staff member to remove barriers to learning and participation. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We aim to provide a learning environment that enables full curriculum access and promotes a respectful and caring attitude that values and includes all members of our school and wider community. This includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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 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.

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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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, this 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.

The purpose of this plan is to:

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

The plan aims:

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and in finding practical situations
- To give every child access to a broad and balanced curriculum
- To identify and effectively meet the needs of every child
- To promote children's independence in a secure and challenging environment
- To develop a strong collaborative relationships with pupils and parents and increase satisfaction in the provision made by school
- To provide an inclusive and engaging learning environment to nurture all children to ensure they achieve their potential and make progress
- To develop a strong, two way partnership with parents and involve them fully in their child's education
- To ensure all children feel valued.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum. This includes accessing advice from specialist teachers from the Local authority. • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Outcomes are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To improve access for pupils considered at risk of Dyslexia or identified as likely to have dyslexia</p>	<p>Actions to support the Dyslexia Friendly Schools Accreditation 2022-2023</p>	<p>B Trenowden L Smith</p>	<p>September 2023</p>	<p>All staff will be aware of and use good practice adaptations to support pupils considered to be Dyslexia or at risk of. Improved classroom resources and provision.</p> <p>Improved provision will result in improved outcomes for pupils with Autism and sensory needs.</p> <p>Improved information holding and sharing, including improved communication with parents. Reduced impact of transitions.</p>
		<p>To continue to improve provision for pupils with Autism</p>	<p>Use of the AET standards to review and improve practice and provision - 2022-2025</p>	<p>L Smith N Highfield E Harris</p>	<p>September 2023</p>	
			<p>Development of sensory profiles and sensory provision 2022-2023</p>	<p>L Smith N Highfield E Harris</p>	<p>September 2023</p>	
			<p>Develop one page profiles and transition information sharing to support all pupils with a disability</p>	<p>L Smith N Highfield E Harris Whole staff</p>	<p>September 2023</p>	



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		To improve awareness and provision for pupils with ADHD	Staff training Sept 2022 - use of strategies	L Smith N Highfield E Harris Whole staff	Sept 2024	Reduced social, emotional and well-being impacts, improved pupil voice feedback.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Stair lift from hall to KS1 • Whole site is wheelchair accessible. • Corridor width allows for specialist equipment • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To improve accessibility within the school reception area</p> <p>Increased accessibility of information through Dyslexia friendly font, range of languages coloured paper and backgrounds, Dyslexia friendly displays.</p> <p>Improved access to safe outdoor areas</p>	<p>Building adaptations Improved access for hearing assistance within school building, signage at varying heights, tactile signage.</p> <p>Dyslexia Friendly Schools accreditation</p> <p>KS2 Nurture area</p>	<p>B Trenowden D Dallman</p> <p>B Trenowden L Smith</p> <p>B Trenowden LSmith N Highfield</p>	<p>Ongoing to 2025</p> <p>Ongoing to 2025</p> <p>September 2024</p>	<p>Accessibility for visitors, staff, parents and pupils is improved</p> <p>Accessibility for visitors, staff, parents and pupils is improved</p> <p>Pupil voice shows improved access, reduction in incidents to safety</p>



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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Use of ICT to support communication • Work with specialist teachers for Speech and Language to develop individual plans and support adapted communication 	<p>To improve access to the core and mainstream curriculum through review and adaptations of practice</p>	<p>Subject leader monitoring and actions taken to respond to need</p>	<p>B Trenowden Subject Leaders L Smith</p>	<p>Ongoing to 2025</p>	<p>Pupil voice shows increased confidence and resilience to access</p>

