



Berkswell C of E School Accessibility Plan 2024

“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”

Bert Massie
Chairman
Disability Rights Commission



Berkswell C of E School Accessibility Plan 2024

3-year period covered by the plan:

October 2024 – October 2027.

Introduction

The SEN and Disability Code of Practice 0-25 January 2015 extended the Equality Act 2010, The Governing Body has three key duties towards pupils, under the Act:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Berkswell School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA (Disability Discrimination Act):

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan - Christian Vision

*Love
Togetherness
Aspiration*

Love

God is love. We are created out of God's overflowing love; we find our destiny in God's love.

Love is a very important part of our school. Love underpins everything that we do. It is very much the 'why' of who we are. Love is evident in our relationships with each other and in our actions to support our community and our world.

Through fostering this love, we encourage children to be outward looking and to become courageous advocates of change. This goes beyond simply knowing about issues; it is about taking action, challenging injustice and becoming agents of change.

Togetherness

God is a community of love. We find our fulfilment in becoming a community of love.

By emphasising the value of unity, we create a sense of togetherness which supports and celebrates individuality, reinforcing a sense of belonging. Pupils are actively encouraged to recognise the value of every individual and to embrace diversity. There is a tangible sense of acceptance within our school.

We recognise the importance of children understanding that togetherness is at-oneness and not sameness. Though we recognise there will be times when we disagree, we are rooted in a genuine shared love, where we encourage children to forgive and rebuild relationships.

Aspiration

In God's community of love we are uniquely precious, called to make our unique contribution to God's world.

All members of the school community are encouraged work hard to ensure that everyone has the opportunity to flourish. We celebrate the uniqueness of individuals and that we have all been made in God's image with talents and dreams which we aim to nurture. With God's help we can achieve great things.

We encourage children to persevere, develop resilience and achieve their best.

We foster a love of learning from the very onset with a focus on developing self-belief and confidence.

Through this, children can take their place in the world, becoming the individuals God created them to be, positively contributing to the life of the school, and to the local and global community.

All this is summed up in our school motto:

Inspiring all to shine

'We believe that inclusive education is the right of every child and that an inclusive environment is one that promotes a child's sense of belonging and makes education an enjoyable and fulfilling experience socially, emotionally and academically.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school and every member of Staff share the responsibility to:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Definition of disability

The disability discrimination duties are owed to all pupils who are defined by the Equality Act as being disabled and under the planning duties, schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term effect on that person's ability to carry out normal day-to-day activities. Long term is defined as lasting, or likely to last, for at least 12 months.

A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairment (Equality Act).

All those with cancer or surviving cancer; HIV or Multiple Sclerosis are included from the point of diagnosis.

Disability and special educational needs

It is important to note that because a pupil has a disability does not mean they necessarily have special educational needs.

Definition of special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability, which prevent or hinders him or her from making uses of facilities of a kind generally provided for others of the same age in mainstream schools

For children aged 2 or over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people the same age by mainstream schools.

The DfE refer to four broad areas of need and we adopt these terms nationally in order to reliably benchmark our management information systems (data) with national. These categories are:

Communication and interaction (incorporating autism and speech, language and communication needs)

Cognition and learning (incorporating specific difficulties; moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties)

Social and emotional and mental health (this has changed from behaviour, emotional and social difficulties in order to separate conduct issues from SEN, with an expectation that underlying causes for 'behaviour' should be fully investigated and not assumed to be child level need)

Sensory and/or physical (incorporating hearing impairment, visual impairment, multi-sensory impairment and physical disabilities)

Information from pupil data and school audit

Berkswell C of E Primary School is a Voluntary Aided one form entry Nursery and Primary school in the rural south east of Solihull MBC. At present there are 237 pupils on roll, of whom 23 are identified as having Special Needs.

No Special Needs	SEN Total	Educational Health Care Plan (EHCP)	No. on roll	SEN without EHCPs	EHCP % of school	SEN % of school
237	23	3	237	20	1.3%	9.7%

Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Profound & Multiple Learning Difficulty	Behavior, Emotional & Social Difficulties	Speech, Language and Communication Needs	Hearing Impairment	Visual Impairment	Multi-Sensory Impairment	Physical Disability	Autistic Spectrum Disorder	Other Difficulty/Disability
0	5	0	0	9	2	0	0	0	0	7	0

There have been no parents who have notified us on our admission forms that their child/children has any disability other than those noted above.

One employee has a disability, modifications are in place, to ensure they are able to successfully fulfil their role. This is monitored regularly.

Berkswell Special Needs / Disabilities

We have worked with pupils with varying special needs, some of which have statements of need. We run OT and exercise programmes and work with OTs, physiotherapists, speech and language therapists and other inclusion workers. All pupils are mobile.

The School's Strengths and Weaknesses in Working with Disabled Pupils

School staff have experience of working with a wide range of pupils with special needs. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

SEN Files are kept electronically. This contains information on each pupil with special needs/disabilities and outlines their strengths, difficulties and strategies for supporting the pupil in the classroom. It also contains further information and guidance on a range of needs (ASD, ADHD, SpLD etc) and gives ideas of how to best support pupils with these disabilities. In addition, updated information is issued to staff as appropriate, following Annual Reviews for example. Support staff also have access to this information.

Our SENCOs works closely with SENTAA to match provision, support and advice to pupils. Increasing personalisation of learning is delivered, especially by Learning Support Assistants (LSAs) 1:1, and Teaching Assistants with small groups.

Staff attend appropriate courses and in school training. Further specific training is undertaken as appropriate. However, there is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- SENTAA Specialist Inclusion Support
- Speech and Language Therapy Service;
- Occupational Therapy Service;
- Children's Physiotherapy Service;
- SOLAR
- Psychology Service.
- School Nursing Team
- Autism Team
- SEMH team

Robust systems are in place to ensure the smooth transition of pupils from Pre-school / Playgroup / other settings/ home to both Nursery or Reception, depending on the point of entry to school. Attendance at pre school Reviews and liaison with agencies involved such as Early Years support staff/ Health visitors ensures Special Needs are planned for before pupils join us. Any care plans required are drawn up in conjunction with parents and health care workers.

We liaise similarly with feeder schools, SENCOs and agencies for children who join at other times with identified needs. Likewise we take active part in liaising with Secondary schools or other receiving schools.

All pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness training for all staff is a continuing undertaking. We have access to an effective bank of resources and expertise to ensure that all work is appropriately differentiated and accessible to all pupils.

A Child Family Support Worker is employed to work with families and to support them accessing any services within or beyond school.

Provision maps are in place to show the range of resources and support mechanisms in place for disabled pupils and those with special educational needs across the school – see appendix 2

The physical layout of the school presents difficulties for non-mobile pupils and staff.

- Stairs to administration offices, stockroom, headteacher's room and staffroom
- Steps to Year 6 toilets
- Steps from the playground in to school
- The school site is set on a marked slope.

Areas for Development:

- Raising of awareness for all staff of what the DDA expects of them
- Raising of awareness for all governors of what the DDA expects of them
- Training and INSET for staff to continue to ensure appropriate differentiation of work across the curriculum
- Monitoring and analysis of patterns of attendance and exclusion for disabled pupils
- detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;
- Monitoring access to and detailing achievements in extra-curricular activities.

Linked policy and related documents

- Curriculum Policy
- Teaching and Learning Policy
- Equality Policy
- Behaviour and Anti-Bullying Policy
- PSHE Policy
- School Development Plan
- Christian Vision
- Health and Safety

Making it happen

Management, co-ordination and implementation

The governing body has responsibility for the school accessibility plan. The progress toward meeting the targets set in the plan will be reported through the governor newsletter to parents. This plan, together with the school's SEN Policy, will be reviewed and revised annually by the Senior Leadership Team and the Governing Body.

The school has a duty to implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils

Getting hold of the school's plan.

The Disability Equality Scheme and the Accessibility Plan for Berkswell C of E Primary School is available on request from the school and is published on the school web site. We have tried to ensure that the plan is readable and free of jargon. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

Adoption of policy

This policy has been approved and adopted by the board of Governors on 22nd October 2024. It may be amended at any time, but in any case will be reviewed on or before October 2027.

AUDIT OF CURRENT PROVISION

1. Curriculum Access Statement

	Statement	Evidence	Action Required
1.5	Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g., lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia, use of computer or other equipment where writing can be a challenge.	Small group work with TA to improve writing speed for some children. Children with statements / EHC Plans given extra time in tests, other pupils may be considered.	Ensure all staff are aware of any children who may require extra time to complete tasks.
1.6	All staff plan for additional time required by some disabled pupils to use equipment	See planning folders. Suitable equipment provided when necessary e.g. One handed scissors.	Ensure all staff are aware of any difficulties disabled pupils may have accessing any equipment. Seek guidance from Occupational Therapist if necessary.
1.7	Disabled pupils who cannot participate in particular activities are given alternative experiences, eg. some forms of exercises in PE/sport	LSA's work with EHCP/statemented children so that they can access the activities in PE.	Teachers to guide LSA's on alternate ways to access activities or take guidance from OT.
1.8	School visits are accessible to all pupils.	During their time at Berkswell, all children are given opportunities to go on residential visits/day trips.	Risk assessment needed for all trips.
1.9	All staff have high expectations for all pupils and strive to remove barriers to learning and participation.	See assessment data/planning/implementation pupil tracker/performance management targets.	Continue to monitor children's progress.

2. Physical Access

	Statement	Evidence	Action
2.1	The layout of areas allows access for all pupils, such as Academic areas: e.g., classrooms, hall, IT Suite Sporting Areas Social areas: e.g., dining hall Play areas: e.g., playground, wet play area	See plan of school.	Regular reviews
2.2	Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	Wheel chair access in place at Main Entrance, and entrances to Nursery, KS1 and KS2	Regular reviews
2.3	Toilet facilities have sufficient room to accommodate a hoist if needed.	School has 2 accessible toilets	Monitor and maintain. These need to be changed when refurbishment occurs.
2.4	Pathways around school are safe and signs are uncomplicated and unambiguous.	Pathways and access to school is safe and well signed	Regular reviews
2.5	Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory	Auditory alarms only	Investigate provision of visual alarm if necessary.
2.6	Tactile signs to help disabled learners to use the building.	Visual signs only. No need for tactile signs currently identified.	Investigate provision of tactile signs as required.
2.7	School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	Main school décor is neutral with limited contrast on doors.	Consideration to be taken when redecoration of classrooms takes place - advice from SISS re suitable colours of paint.
2.8	All areas are well lit	Internal lighting within school is a combination of florescent tubes and LED Playground lighting is available but currently portable	Ongoing maintenance / replacement of all internal lighting to LED

		Security lighting to building at night	
2.9	Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	HI pupils seated in suitable places in class. SENCO passes on any relevant information from SENTAA for individual pupils.	Advice when needed from SENTAA
2.10	Furniture and equipment selected, adjusted and located appropriately, e.g., height adjustable tables are available, low level sinks etc	Suitable height tables. Slanting desk slope where needed. Low level toilets and sinks in KS1 toilets.	Check individual children's needs for height of table and chairs provide replacements as necessary. Review seating. Advice when needed from SENTAA and OT.

3. Access to Information

	Statement	Evidence	Action
3.1	Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner.	Staff have advice sheet from SENTAA re strategies to help hearing or visually impaired pupils in classroom. Advice sheets also from occupational therapists for improving motor control.	Continue to seek advice from SENTAA or NHS when necessary.
3.2	The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	SENTAA provided pictorial symbols for children with communication needs.	Monitor any special requirements by
3.3	The school ensures that both in lessons and parents meetings, information is presented in a user-	Use of interactive whiteboards in classes.	Provide a visual information system around the school to support effective communication.

	friendly way, e.g.by reading aloud, using interactive whiteboards, PowerPoint presentations		
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ACTION PLANS AND EVALUATIONS

As a result of the audit the action plans included below have been drawn up.

The action planning work will be overseen by the Strategic Group and the Senior Leadership Team.

The plan can be available in a range of formats on request from the school office and on the school web-site.

1. Curriculum Access	Targets	Strategies	Outcome	Time Frame	Goal Achieved
1.1 Medium Term	Cycle of training to include new SEN needs in school	Consult SENTAA and other relevant organisations	Appropriate support for relevant pupils	On-going	Maximum access to the curriculum for all pupils
1.2 Medium Term	Purchase of resources for children with specific needs	Consult with SENTAA	Appropriate support for relevant pupils	On-going	

2. Premises Access	Targets	Strategies	Outcome	Time Frame	Goal Achieved
2.1 Long Term	Provide a visual emergency and evacuation system	When need dictates take advice on providing a visual alarm in addition to existing auditory system	Good practice in accommodating needs of pupils with hearing impairment.	When needs dictate and review in 2020	Where needs dictate the environment is more accessible, increased pupil autonomy.
2.2 Medium term	Provide sensory areas both inside and outside of school	Identify areas and funding sources to create accessible	Children have the opportunity to access sensory areas across	Summer 2024	Sensory areas are created

		areas.	the day.		
2.3 Long Term	Consider need for shower/washroom facility and disabled toilets.	When needs dictates as not available in school currently	Would accommodate children with specific needs	When needs dictate and review in 2025	Where needs dictates meets the needs of children with specific disabilities

3. Access to Information	Targets	Strategies'	Outcome	Time Frame	Goal Achieved
3.1 Short term	Termly meetings with Teaching Assistants/Lunch time supervisors to discuss any children with special needs.	SENCO to arrange meetings.	Improved understanding of children's needs.	Ongoing	Successful transfer of information