

Berridge Primary and Nursery School – Accessibility Plan 2025-2028

Increasing pupil participation in the school curriculum

Provision and strategies already in place:

- School activities and visits are accessible to all pupils including those with identified barriers to learning and participation.
- The school makes a full use of a range of LA support services and professional health specialists
- The SENCO attends LA and NST SENCO Networks to keep abreast of new ideas/sharing of good practice.
- Provision is in place for all children who require significant extra support
- Evaluation of the impact of interventions inform further sign posting and support
- Pupils working below the standard of the National Curriculum are tracked and assessed using B Squared. This provides detailed information about their attainment and achievements.
- All pupils have access to Quality First Teaching. Teachers provide adapted and differentiated work matched to the level of need. Regular work scrutiny is carried out to monitor this.
- Individual Provision Maps for pupils on the SEND Register are provided, updated and shared with parents each term.
- School reviews for children with higher-level needs, who have extra support, take place with relevant professionals regularly.
- Children identified as having a Special Educational Need and/or Disability may access interventions that are carefully planned and delivered to match their area of need.
- External professionals support children and advise staff in curriculum delivery
- Children are supported with extra time and reader support to allow access to statutory assessments.
- The school supports pupils with significant barriers to learning and participation with difficulties in the areas of learning and cognition, communication and interaction, social emotional and mental health and sensory and/or physical needs.
- Children with health care needs are supported with a Health Care Plan

Targets	Strategies	Lead Contact	Timescale	Progress against targets
Effective communications with nurseries and schools to provide a quality transition.	To identify pupils who may need additional to or different provision for the September and mid-year intake. Ensure adequate and appropriate resources and provision in place for September. SENDCo to LA SEND network and build relations with other local SENDCOs.	EYFS lead SENDCO	Summer 2026	Pupils with SEND make progress
Effective communication and engagement of parents	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with Individual provision maps and Education Health Care Plans.	SENDCO	Ongoing	Pupils needs are met through
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies	SENDCO	Ongoing	Pupils with SEND are able to access learning and

	To identify training needs			make progress
Improving the physical environment of the school Provision and strategies already in place: • All internal steps have handrails • The main entrances are accessible to those with physical disabilities • All new toilets and sinks have push handles • Bobbers Mill site have wheel chairs and walking frames access • Bobbers Mill site is on one level – there are no steps in the internal buildings • All external doors and handles are clearly visible • Some teaching areas are accessible by wheelchair/pushchair/walking frame • At the Bobbers Mill site there is one adapted toilet with hand rails • All play areas used by all children – extra staff to support particular pupils at playtimes and dinner times • School access advice and support from sensory team on particular needs for pupils • At both Bobbersmill and Brushfield site there is a disabled toilet with changing facilities • Whenever necessary, the school provides specially adapted equipment, e.g. modified cutlery, wide-grip pencils etc. • The use of Makaton and symbol-supported resources has been developed and is increasingly used in classrooms.				
Targets	Strategies	Lead Contact	Timescale	Progress against targets
To develop enhanced provision at Bobbersmill Site, to include learning room and sensory/calming area.	Audit of current resources and storage, repurpose PPA room, order resources and storage, plan with SEND team and advice from outside agencies.	SENDCO	Summer/autumn 2025	Pupils have a quiet space to use for learning
To develop the outdoor 'courtyard' space as an outdoor learning area for outdoor sensory input for children with complex needs. (courtyard)	Identify space, Audit of space, Plan provision with SEND teacher, purchase resources, develop programme of support to use in outside space.	SENDCO	Autumn 2025 - ongoing.	Pupils are able to access a range of learning activities and outside spaces to engage in learning

Next Review Date: Summer 28

Improving the delivery of information

Provision and strategies already in place:

- all information to parent/carers is jargon free as far as possible and non-threatening
- the school has access to a range of interpreters as required – Reviews / Parents meetings
- all information to parent/carers can be made available, if required, in a range of languages on request
- there are Makaton sign users in school
- symbols are used to support learning resources – Makaton, Widget, Now and Next and visual time tables
- individual timetables and resources with widgets are provided for individual pupils in their classroom as required
- homework is set for all pupils in the most appropriate format and style

Targets	Strategies	Lead Contact	Timescale	Progress against targets
Review documentation on website to check accessibility for parents	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	SLT SENDco Office staff	Ongoing	All parents / careers able to access school information
Ensure written materials are available in alternative formats	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	SENDco Office staff	Ongoing	
Improve use of pictorial communication systems around school environment (Widgit).	SENDco to make sure all staff are trained (including office staff). Develop with teaching staff - communication boards for outside areas. Display school rules/classroom signs and signs around school with widgets to support dual coding.	SENDco	Ongoing	All pupils can access curriculum content
Improve information for parents on SEND section of school website.	Audit of section of the website Provide sections for different areas of need and local support/groups/information on offer. Sign post parents to referrals if they wish to make.	SENDco	Ongoing	

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