

Accessibility Action Plan

Improving Curriculum Access

Target	Action Required	Timescale	Responsible	Estimated Cost	Success Criteria/Evidence	Progress
All children with addition literacy or numeracy need have access to regular targeted interventions.	<ul style="list-style-type: none"> ➤ Updating of provision map outlining specific need. ➤ Allocation of intervention based on specific need of child. (SNIP, Literacy Gold, Plus One) ➤ Monitoring success of intervention. (Termly) ➤ Review CAT tests for Year 1 and 2. ➤ Review of PASS surveys at the end of each assessment. 	End of summer term 2025 in preparation for Autumn 2025 start.	SENCo	Intervention cost dependent. TBC	<p>Children's academic progress improves. Assessed through GL and CAT testing at the beginning and end of term.</p> <p>Children have achieved or exceeded appropriate curriculum targets (SONAR).</p>	
All children have the resources they need to access the learning in the classroom.	<ul style="list-style-type: none"> ➤ Review planned provision of standard and adapted resources in classroom relative to children's needs. ➤ Review pupil passports to ensure adaptations responding to child's specific needs (e.g. laptops) ➤ Review and record environmental or physical adaptations (therabands, adaptive seating etc.) ➤ Review PASS surveys. 	Autumn term 2025	SENCo	To update once review carried out and check current stock.	Pupil passport and necessary adaptations are in place.	
All children with Sensory needs have access to sensory	<ul style="list-style-type: none"> ➤ Lesson observations. ➤ Review pupil passports so 	Spring term 2026	SENCo	Costings for training pending.	Regulatory breaks are being conducted	

integration breaks and resources to maintain regulation and focus to enable engagement in the lesson.	<p>sensory needs identified.</p> <ul style="list-style-type: none"> ➤ Termly appraisal reviews with TA's undertaking sensory breaks. ➤ Training in sensory integration for all TA's and teaching staff. Post training questionnaire undertaken. ➤ EYFS early identification monitoring meetings (termly) following formative and summative assessments. 				throughout the school day for those children with need.	
All children with Speech and language needs (either identified prior to attending BGS or whilst at BGS) to have access to SALT to support their individual needs which may in turn be a barrier to learning.	<ul style="list-style-type: none"> ➤ Termly meetings with EYFS to ensure early identification, monitoring is being fed into cohort tracker and referrals are being undertaken. ➤ Undertake in school initial screener (Speech and language checker, NHS screener). ➤ Review weekly/termly reports sent by SALT's. ➤ Review children's PASS survey and pupil passports. ➤ Review consistent implementation of Every Child's a Talker in EYFS. 	Autumn term 2025	SENCo and EYFS lead.	<p>Screeners are free.</p> <p>SALT paid for by parents – no cost to school</p>	<p>Consistent use of uniform procedure used throughout the school from EYFS to prep.</p> <p>SALT's report identified progress due to consistent intervention.</p>	
Disabilities and needs for incoming children are communicated early to school and is relayed to the teaching staff so reasonable	<ul style="list-style-type: none"> ➤ Review information packs sent to families prior to starting at BGS. ➤ Survey sent to new families to understand how transition facilitated and any 	Autumn term 2025	SENCo, Admissions department	n/a	Consistency in admissions procedure and updated pupil passports.	

adjustments and adaptations for learning can be made prior to starting at BGS.	<p>improvements that could be made.</p> <ul style="list-style-type: none"> ➤ Review admissions process and communication of additional needs to relevant teaching staff. ➤ Review pupil passports to ensure relevant information added prior to new child starting school. 					
All pupils have equal access to a broad and balanced curriculum so that education is accessible for all children, irrespective of need.	<ul style="list-style-type: none"> ➤ Review curriculum adaptations throughout KS1 and KS2. ➤ Review access arrangements and procedure during tests. ➤ Lesson observations to review adaptive teaching strategies. ➤ Termly review of IEP's. ➤ Termly review and update of school provision map. ➤ Teacher questionnaire for adaptive teaching methods undertaken and necessary training booked for CPD. 	Summer term 2026	SENCo, Head of curriculum development, Head Teacher	Training costs TBC	Adaptive teaching undertaken throughout the school and consistently.	

Accessibility Action Plan

Improving the physical environment

Target	Action Required	Timescale	Responsible	Estimated Cost	Success Criteria/Evidence	Progress
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To increase the extent to which disabled students, staff and visitors can access our site.	<ul style="list-style-type: none"> ➤ Accessibility learning walk through school grounds with Site Manager and Business Manager. ➤ Review PEEP (Personal Emergency Evacuation Plan). 	Autumn 2025	SENCo, Site Manager, Office Manager	TBC	Reasonable adjustments identified and made within the parameters of the property and listed building consent.	
To be aware of the access and environmental needs of children, staff, parents/carers and visiting professionals.	<ul style="list-style-type: none"> ➤ Review recruitment and visitor procedure to identify if they are being asked of additional needs prior to visit. ➤ Learning walk around to school identify suitable prayer room for visitors, children or staff. ➤ Review OT allocated space in Stables Hall for suitability for access. ➤ Learning walk to assess suitable location for sensory room as regulation space for children. 	<p>Autumn 2025</p> <p>Autumn 2025</p> <p>Autumn 2025</p> <p>Spring 2026</p>	SENCo, admissions officer, site manager, business manager, Head Teacher.	TBC	<ul style="list-style-type: none"> ➤ Consistent procedure in place. ➤ Prayer Room allocated. ➤ OT space formalised on School plan and incorporated into fire map. ➤ Sensory Room allocated, planned and costed. Completion when suitable contractor has been instructed and room completed. 	
Classroom furniture is appropriate to the physical needs of the children and adults.	Learning walk to review suitability of current furniture ensuring appropriate in size and structure for cohort.	Autumn 2025	SENCo, Site Manager, Business Manager	TBC based on need and current stock	<ul style="list-style-type: none"> ➤ Furniture in classrooms is the right size for the children. 	

Accessibility Action Plan

Improving the Access to information

Target	Action Required	Timescale	Responsible	Estimated Cost	Success Criteria/Evidence	Progress
Ensure all school communications are available in accessible formats	➤ Create a procedure for providing key documents in large print, audio, and easy-read versions on request	Spring 2026	Business Manager, SENCo	TBC	All requests fulfilled within 5 working days; positive feedback from families	
Improve accessibility of the school website	➤ Conduct accessibility audit and redesign to meet WCAG 2.1 AA standards	Spring 2026	Business Manager, SENCo	TBC	Website passes accessibility checks; feedback shows improved usability for parents with visual impairments	
Record and respect individual communication needs of families	➤ Collect and store communication preferences (language, format, method) for each family during enrolment and annual review	Summer 2026	Business Manager, SENCo	TBC	Database established and used consistently; fewer communication barriers reported by parents	
Ensure all learning materials are accessible to pupils with visual or cognitive impairments	➤ Provide enlarged print, visual aids, coloured overlays, or simplified versions of texts where needed	On going	SENCo	TBC	All pupils access curriculum at appropriate level; increased engagement in lessons	
Enable pupils with communication difficulties to understand instructions and express themselves	➤ Implement use of visual timetables, Makaton signs, and communication boards in all classrooms with identified need	On going	SENCo, Class teachers	TBC	Observed use in lessons; improved pupil participation and independence	
Support understanding of classroom routines and transitions for pupils with ASD/ADHD	➤ Use visual timetables, now-and-next boards, and individual schedule cards consistently in classrooms	On Going	SENCo, Class teachers, teaching assistants	TBC	Pupils show reduced anxiety; smoother transitions and fewer behaviour incidents	
Present learning content in a way that	➤ Break down instructions into short steps; provide visuals	On going	SENCo, Class teachers,	Staff training costs TBC	Pupils stay on task for longer; increased task	

supports attention and processing	and key word prompts; offer distraction-free workspaces		teaching assistants		completion rates	
Enable pupils with neurodivergence to communicate needs and access adult support	<ul style="list-style-type: none"> ➤ Provide personalised communication tools (e.g., help cards, emotion check-ins, sensory signals) and ensure staff respond consistently. ➤ Review Pupil Passports to ensure up to date. 	On going	SENCo, Class teachers, teaching assistants	TBC	Pupils use tools independently; reduced escalation of behaviour due to unmet needs	