Accessibility Action Plan

Improving Curriculum Access

Target	Strategies	Success criteria	Lead Person	Timescales
All children with addition literacy or numeracy need have access to regular targeted interventions.	Children identified needing additional support based on IEP's, EHCP's diagnosis of SpLD and from teacher recommendations. Allocation of appropriate intervention and training for TA provided for effective delivery. Intervention plan drawn up and circulated throughout school staff members and Peripatetic teachers. Monitoring and assessment of individual pupil progress as part of Assess, Plan, Do, Review cycle. Adjusting intervention groups or 1:1 delivery appropriate to progress of the child.	Children's academic performance increases so that they reach their innate potential. Visible evidence recorded through SONAR monitoring system. Children's confidence in core subjects increased so they can engage more effectively in the learning. Subject content and lesson delivered completely accessible to all children, with need or not.	SENCo	On going
All children have the resources they need to access the learning in the classroom.	Identify the individual need of child as by reviewing their IEP, EHCP and/or pupil passport. Ensure specific resources such as coloured overlays, word mats, times tables squares are available for the children to support their learning needs so they can access the learning at the speed of delivery. Resources to support concentration such as fidget toys or TheraBand's are available for self-regulation and support focus and attention so instructions and information is not missed. Those children with specific needs or requirements as identified on EHCP have access to assistive technology (laptops) Teachers, supply teachers and learning support assistants to have access to Pupil Passports so they know how to best support the child.	Children's academic achievement is reflective of their innate ability. They are able to access the learning for the entirety of the lesson so learning outcomes are achieved for every child. Children with SpLD or disabilities are engaged and focused and feel confident to contribute their ideas to the lesson. All children can record their work in a form which illustrates their understanding of the learning objectives.	Head teacher supported by SENCo	On going – Pupil Passports updated December 2024 and to be reviewed on ongoing basis.

All children with Sensory needs have access to sensory integration breaks and resources to maintain regulation and focus to enable engagement in the lesson.	Members of staff to be trained in SI including 1:1 teaching assistants by Qualified OT so they can deliver integration to individual children as and when they need during the day to support physical and cognitive regulation. Children with sensory needs are regulated so can access the learning delivered in lessons and can complete the allocated work to achieve the learning outcome. OT to attend BGS weekly and work with children with sensory needs to support specific needs	All children are regulated and focused and are able to engage in all lessons, maintain focus and attention and complete the work to the best of their abilities.	SENCo	SI training completed December 2024. Further training due Spring 2026.
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.	Continue to work with Cath Brown and Jennie Bullock to identify any children displaying early signs of S&L need. Work with EYFS team on early detection assessments so intervention occurs at earliest possible opportunity. To ensure communication between SALT, parents and staff is continuous so current child behaviours or identified traits are shared and worked on at earliest opportunity. SALT to work with children with Neurodiversity as research shows that having a positive understanding of your autistic identity is an indicator of higher self-esteem and wellbeing as an adult. (Corden, Brewer & Cage, 2021 and Cooper, Smith, & Russell, 2017)	Early detection of S&L needs ensure early intervention and successful development of specific need of child, and potential barriers to learning for example underdeveloped language or incorrect phoneme pronunciation, are removed. Children with neurodiversity are able to understand their own needs and can verbalise this to others, and understand that others think differently which supports comprehension of social cues and in turn the positive development of friendships.	SENCo	Ongoing. Relationship with SALT's is very good and they are very supportive.
Disabilities and needs for incoming children are communicated early to school and is relayed to the teaching staff so reasonable adjustments and adaptations for learning can be made prior to starting at BGS.	Pupil information forms applied to current school prior to arrival including any information on current external support or need. IEP, EHCP, professional reports received prior to child starting so local professionals can be sought and SLA's in place for when child starts for smooth transition and to limit gaps in specific support.	Child starts at BGS with appropriate support to ensure all needs are met which limits impact on their engagement with school life and their peers in the local environment.	SENCo and admissions officer	On going

	Meetings with parents held if needs are communicated so we can understand parental expectations and funding confirmation.			
All pupils have equal access to a broad and balanced curriculum	Access to learning/ in class provision Teachers are implementing adaptive teaching techniques so all children irrespective of need can access the curriculum. Review SEND children's access to curriculum within class sessions Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed Ongoing monitoring of IEP's Tailored curriculum plans for children with SpLD's are tracked under assess, plan, do, review cycle. Liaise with external professions eg SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptions	All pupils have equal access to a broad and balanced curriculum.	Head teacher and SENDCo	On going

Accessibility Action Plan

Improving the physical environment

Target	Strategies	Success criteria	Lead Person	Timescales
To increase the extent to which disabled students, staff and visitors can access our site.	Review areas in school where accessibility is difficult for those with mobility needs and a plan for suitable adaptations or equipment to be discussed with site manager and office manager. Adaptations to be reasonable and within the regulations of listed building consent. Ensure the school staff and governors are aware of access issues ('access' meaning 'access to' and access from') Ensure PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupils or adult) becomes physically impaired. Review fire escape route for those with mobility needs.	Reasonable adjustments made and equipment in place to accommodate physical needs of visitors to meet compliance needs. Emergency evacuation plan in place for those with mobility needs.	SENCo with site manager and office manager	September 2026
To be aware of the access and environmental needs of children, staff, parents/carers and visiting professionals.	Review the current location for Occupational Therapy (Stables Hall) and its suitability for therapy sessions. Meet with OT and discuss additional provisions such as presentation boards and gym equipment so that the room is suitable for use. To allocate a prayer room for children and visitors that is accessible to the individuals wishing to make use of it. To ensure the relevant staff have been informed of visitors with mobility needs so they can support them appropriately during their time at school. Discussion with staff and governors about an appropriate sensory room which meets the needs of students who need sensory regulation during the school day.	Stables Hall has suitable equipment to ensure sessions can be undertaken at school and equipment is available for external professionals and internal staff to use daily. Allocated prayer room available and staff aware of visitors appointment so can be respectful of location to avoid disturbance. Mobility needs of visitors communicated so provision can be put in place prior to arrival. Appropriately resourced sensory space available for children with sensory regulation needs where sensory integration can take place for effective reintegration into lessons and the learning.	SENCo, Site manager, Business manager.	September 2026

Appropriate classroom furniture.	Review furniture in classroom and ensure it is the appropriate size and structure for the cohort. Discuss options with the site manager, classroom teachers and SENCO so that all seating is of the appropriate size for the year group which supports improved posture and comfort for the children. Discuss with OT provider for advice.	All children have the right size furniture appropriate to their physical needs to ensure they are comfortable which promotes concentration and engagement in lessons.	SENCo, Site manager	September 2025
Dining room and eating arrangements	Meeting with site manager and OT to consider sound absorbing options to reduce the frequency of the noise in dining room at lunchtimes to minimise sensory overload for those children whereby this could affect their consumption.	Dining rooms have reduced echo, are calmer and are quieter to support all children using the space for lunchtimes.	SENCo, site manager, OT	September 2025