

Accessibility Plan



Stoke Bishop Church of England Primary School

Approved by: Quality of Education Committee **Date:** 19th November 2020

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the 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

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.

At Stoke Bishop Church of England Primary School, the principle of Inclusion is enshrined in our school vision, 'Believing it's Possible'. We aim to ensure that all children, whatever their needs and barriers are enabled to access the curriculum and participate fully in the school community. In so doing we recognise our responsibility to support and resource particular needs for children, where this would not otherwise be the case.

As a Church of England School we value equally all children and their families. We care for all children unconditionally. This is based on our belief that all children are loved by God, are individually unique and that it is our responsibility to enable each child to be successful academically, physically, socially, morally and spiritually. We believe that we offer a richer and deeper education because our school is grounded in the Christian faith with our school values at the heart of what we do each day. This means that we will value and respect all children equally, including those of other faiths or no faith, and we will encourage each child to develop their spiritual lives through a wide range of experiences, including developing a sense of awe and wonder about the world in which we live.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our specific reference for this policy comes from our application of the Bristol Children's Charter (Appendix 1) and the Bristol Equality Charter (Appendix 2). These documents are based on the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Equalities Act 2010. and support

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. Please refer to the Equality Policy, Plan and Objectives for further information.

The school supports any available partnerships to develop and implement the plan.

We use guidance within Bristol's Local Offer and take advice from our outsourced Health and Safety competent person, Delegated Services.

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.

2. Legislation and guidance

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date for completion	Success criteria
1. Increase access to the curriculum for pupils with a disability	<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. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Information is actively sought and shared about learners to support successful transitions and manage change both within the school and to other schools/settings 	<ol style="list-style-type: none"> Ensure appropriate provision is in place for each child on the SEN register Ensure the learning environment is adapted where possible to support best outcomes for all children Develop a greater whole school awareness of a range of SEN and disability Increase the range of resources such as books with positive, inclusive images and ensure displays promote diversity and inclusion 	<p>Discussions with SENCO to determine action plans for all children on SEN register</p> <p>Class teachers to monitor learning needs of key children to provide optimum environment for all aspects of their learning</p> <p>Share in a staff meeting the revised policy for SEND, and where we can build awareness into the curriculum</p> <p>Identify additional resources required and budget for them</p>	<p>HWJ / Classteachers</p> <p>HWJ / Classteachers</p> <p>DF</p> <p>HWJ / DF / AS</p>	<p>End of T1,3 5 each year</p> <p>End of T1,3 & 5 – IEP/ Annual EHCP reviews as relevant</p> <p>11th November 2020 / ongoing</p> <p>June 2021</p>	<p>IEPs in place for all children on SEN register</p> <p>Children demonstrate positive outcomes and achieve their best at all times and negative attitudes, beliefs and perceptions towards individuals and groups are challenged</p> <p>Children/staff have a greater understanding of the range of disabilities at home and in school. Pupils feel they belong & their contributions are valued</p> <p>Pupils and staff show respect and an active desire to include those with disabilities</p>

<p>2. Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps to all areas of the school • Corridor width • A disabled parking bay • A disabled toilet, shower and changing facilities • Furniture is sized appropriately • A range of resources are available to support sensory /physical needs 	<p>I. Resources are within easy reach of learners and are clearly labelled to promote independence</p> <p>II. Pupils have easy access to sensory equipment e.g. writing slopes, fidget toys and ear defenders</p>	<p>Planning future requirements of those with additional needs such as class and school access</p> <p>Review needs to ensure pupils have access to necessary equipment at key times in their development</p> <p>Maintain current equipment / resources to any arising need</p>	<p>HWJ / DF / AS</p> <p>Hub teaching staff / HWJ</p> <p>Hub teaching staff / HWJ</p>	<p>June 2021</p> <p>End of T1,3 & 5: IEP/ EHCP Annual reviews as relevant</p> <p>ongoing</p>	<p>Teachers observe and pupils recognise the value of an increased level of independence and engagement</p> <p>Learning Behaviours of children improve and they are able to articulate this in Learning meetings</p> <p>All children have the resources required to support them in overcoming access to their learning and participation in school</p>
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<p>3. Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods when necessary to ensure information is accessible. This includes:</p> <p>Internal signage, Large print resources, Portable Induction loops, The use of Makaton where required, Alternative IT screens for visual access, Ear defenders, Pictorial or symbolic representations, Tasks broken down to small, manageable steps and pace of activities adjusted, modelling is used, Alternatives to written recording, Independent learning encouraged, Additional adult support used for greatest impact on learning</p> <p>Staff are aware of sensory needs and issues that may impact on learners through: Planning seating arrangements, Providing movement breaks, Making optimum use of lighting, Utilising useful colour schemes / backgrounds and font styles on the whiteboard</p>	<p>I. Ensure pupils needs are known and can be met at key points in their learning, particular in transition from Hubs</p> <p>II. Ensure training of Hub based staff supports the wider understanding of barriers to learning and ways in which these can be overcome</p>	<p>Create displays that are meaningful and visually accessible to all</p> <p>Staff meetings / Hub Meetings / SEN M&E to share best practice and review training requirements</p> <p>Draw on support from external agencies, eg Hearing Impairment Team to support our awareness and general practice in the curriculum</p>	<p>Hub teaching staff</p> <p>DF / Hub teaching staff / HWJ</p> <p>HWJ</p>	<p>Ongoing</p> <p>July 2021</p> <p>June 21</p>	<p>Teachers observe and pupils recognise the value of an increased level of independence and engagement</p> <p>Staff are confident to identify pupil needs and how to address barriers to learning</p> <p>Our curriculum is more reflective of the needs of those with disabilities with children and adults demonstrating a much clearer understanding of those needs</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Quality of Education Committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health, Safety and Wellbeing policy
- Equality Policy, Plan and Objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Special Educational Needs Policy
- Inclusion Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Main school building and external linked buildings = 1 storey	No action needed.	N/A	N/A
Corridor access	All corridors are wide enough to fit a wheelchair through and / or medical trolleys	No action needed	N/A	N/A
Lifts	N/A	No action needed	N/A	N/A
Parking bays	We have one disabled parking bay close to the school entrance which is clearly marked	No action needed at present but consider plans should two spaces be required	SF / AS	July 2021
Entrances	The main entrance has a power-assisted door.	No action needed at present, however consider installing facility to enable wheelchair users to move around main school building internally.	SF / AS / DF	Annual servicing
		Ongoing maintenance of doors in line with regulations	SF	
Ramps	All parts of buildings on site are accessible via external ramps or have level access	No action needed. Disabled users can access all areas of the building with the ramps that are installed.	N/A	
Toilets	We have a medical room/changing facility/accessible toilet in the main building for those who require it e.g. catheter users. No toilets are currently designated Disabled due to no current need	No action needed	N/A	N/A
Reception area	Accessible to everyone via ramp	No action needed	N/A	N/A

Internal signage	Internal signage is clear	All signage will be checked for consistency with HSE The Health and Safety (Safety Signs and Signals) Regulations 1996	AS	18 th December 2020
Emergency escape routes	There are various emergency escape routes, with just one main door that isn't wheelchair friendly but there are multiple other escape routes nearby. Classroom allocation would always consider access / escape routes for individual needs	Individual assessments for those who require assistance would be addressed through the Personal Emergency Evacuation Plans (PEEPs) and are reviewed annually	SENCo	Ongoing - annually
Website	The new website has large, clear fonts and	A translation facility to ensure key information is accessible to all will be explored and implemented if possible. On-going compliance check of the latest legal requirements is maintained on the website as appropriate	AS	July 2021 December 2020
Communication	We use good-sized, clear fonts for letters and 2simple and School Comms for emails / text alerts for electronic communication that is accessible from home.	Seesaw is being implemented for improved communication with home between all classes in KS1 & 2. Ongoing mindfulness relating to needs of parents to ensure all communication can be accessed. This could be due to physical impairment or a language barrier	BA/ Classteachers	December 21
Hearing and sight impairment facilities / support	The school has a portable hearing loop system Resources can be provided in large print where required. Braille will be considered when relevant Lighting has been improved significantly during 2020, throughout the school, to help support sight issues where appropriate	No action required at present, though continual review should be undertaken to ensure we're meeting the needs of all new pupils / staff starting Stoke Bishop CofE Primary School	N/A	N/A
Paths / surfaces	All paths / surfaces around the main school are firm and suitable for wheelchair users and	The sloping site is evident externally in the KS2 end of school and represents an on-going issue for all	SF / AS	July 2021

	those with physical disabilities	children. We currently have no disabled / wheelchair pupils but this issue should be considered / planned for should a child arrive with such needs		
Inclusion facilities	<p>All hubs have a break out room that can be used on a timetabled or unscheduled basis for the support of children's needs.</p> <p>New interactive televisions with improved brightness and definition have been installed in all classrooms. These are interactive and set at an appropriate height to allow children access.</p>	<p>Continue to monitor the needs of pupils through feedback / observation and make adjustments as appropriate.</p> <p>Develop the clarity of Support / resources for those with SEND, e.g. TA's, exercise balls and mats, headphones etc based within each hub. Improve the consistency of transition for these resources and the strategies used to employ them.</p> <p>Ensure training is up to date for staff to optimise effectiveness of inclusion procedures and provision</p>	HWJ	Ongoing
Medical supplies / storage	<p>We have a fridge to store medication and temperatures of the fridges are tested regularly</p> <p>We have lockable storage facilities for controlled drugs</p> <p>A number of staff are trained in admin of medicines, in Epi pen usage, diabetic training.</p> <p>All Hubs have multiple members of staff able to provide appropriate medical support.</p>	<p>Ensure training remains up to date for the administration of various medicines required for pupils and to meet any additional needs e.g. catheter training</p>	JL/Office	Ongoing