

Accessibility Plan



Stoke Bishop Church of England Primary School

Approved by: Personal Development Committee **Date:**

Last reviewed on: February 2024

Next review due by: February 2027

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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:

- 1. Consistently make use of effective strategies and pedagogy that supports pupils with a disability to access learning**
- 2. Continually aim to improve the physical environment of the school to enable disabled pupils to take advantage of education, benefits, facilities and services provided.**
- 3. Improve staff awareness, knowledge and skills in supporting accessibility for all disabled pupils.**
- 4. Enable all adults, both staff and visitors, to access the school site, to be able to work as effectively as possible and to be able to participate in school life in a way that demonstrates our commitment to them as individuals and members of the school community.**

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. Children are individually unique and 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 actively engages with a range of external agencies and partnerships to 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. Consistently make use of effective strategies and pedagogy that supports pupils with a disability to access learning.	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils. Curriculum progress is tracked regularly for all pupils, including those with a disability. Increased monitoring is in place for children with a disability through PPM's and SEN monitoring. Targets are set effectively and are appropriate for pupils with additional needs, with the focus being on progress as well as attainment. 	<p>I. All Hubs consistently use the intervention framework to support provision for each child on the SEN register.</p> <p>II. Continue to reflect on the effectiveness of consistent features of the classroom environment designed to support individual children's needs as part of the overarching pedagogy for all children.</p> <p>III. Use a methodology of staff sharing to maintain and improve ongoing staff awareness of the range of children's SEN</p> <p>IV. Using available external agencies to update staff on appropriate</p>	<p>Regular opportunities for sharing and reviewing available provision through INSIGHT, through Staff, EXTSLT and TA meetings and weekly PPA.</p> <p>Class teachers to monitor learning needs of children on the SEN register to provide optimum environment for all aspects of their learning (in line with guidance)</p> <p>SEN Support Plans are reviewed with SENCO and parents at least three times per year for all children on the SEN register.</p> <p>Continued and strengthened supportive relationships between</p>	<p>HWJ / Hub Lead/ Classteachers</p> <p>DF/ HWJ / Classteachers</p> <p>HWJ / DF / Hub leads/ classteachers</p>	<p>End of each term</p> <p>On-going</p> <p>Three x year, ongoing training</p>	<p>INSIGHT reflects the range of provision and effectiveness of provisions. Children demonstrate positive outcomes and achieve their best at all times, negative attitudes, beliefs and perceptions towards individuals and groups are challenged.</p> <p>Visible consistencies are evident in all classrooms. Through Inclusion Learning Walks there is evidence of children with SEN thriving in their learning environments and individual adaptations being made</p> <p>Staff feel increasingly confident in their knowledge of SEN and a range of strategies available. A culture of professional curiosity means that regular, healthy and reflective conversations take place between staff.</p> <p>There are a range of external professionals supporting children, and there have been proactive steps taken to engage with them</p>

		strategies and ideas in supporting the accessibility for SEN children to daily learning	school staff and external agencies, where feedback and recommendations are reasonable, practical and helpful.	HWJ/ classteachers	Ongoing	when required. Advice is evident through Support Plans and the daily learning experience of children. Whole school training delivered where appropriate.
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2. Continually aim to improve the physical environment of the school to enable disabled pupils to take advantage of education, benefits, facilities and services provided.	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Ramps to all areas of the school ● Yellow edging on steps ● Corridor width ● A disabled parking bay ● A disabled toilet, shower and changing facilities ● Sensory room (Calm Cave) ● Lunchtime provision (Calm Club) ● Furniture is sized appropriately ● A range of resources are available to support sensory /physical needs 	I. Resourcing is consistently designed to support the independence of all children with learning needs.	Planning future requirements of those with additional needs such as class and school access	HWJ / DF / AS	Term 5/6 each year (once intake known)	Teachers observe and pupils recognise the value of an increased level of independence and engagement
		II. Pupils have easy access to sensory facilities e.g. writing slopes, fidget toys and ear defenders	Review needs to ensure pupils have access to necessary equipment at key times in their development, e.g. increased requirement for low sensory areas of school.	HWJ/ classteachers	End of T1,3 & 5: Support Plan/ EHCP Annual reviews as relevant	Learning Behaviours of children improve and they are able to articulate this in Learning meetings
		III. Classrooms environments consistently reflect the consideration of individual pupil needs	Maintain current equipment / resources to any arising need	HWJ/ AS	Ongoing	All children have the resources required to support them in overcoming access to their learning and participation fully in school life as independently as possible.
		IV. Spaces and opportunities are provided for children to access low sensory activities	Ensure that regular advice is sought from external agencies around the changing requirements of children with SEN.	HWJ	Ongoing	
			Ensure school trips are accessible to all pupils, and that careful consideration has been	Hub Leads/ classteachers/ AS	Term 1 each year (in line with trips)	

			made to any adaptations that are required to include all children.		annual planner)	
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<p>3. Improve staff awareness, knowledge and skills in supporting accessibility for all disabled pupils.</p>	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum. The curriculum has been reviewed to ensure that it meets the needs of all pupils, is inclusive and representative of all identified groups. Information is actively sought and shared about learners to support successful transitions and manage change both within the school and to other schools/settings Highly effective transition process in place for EYFS, with Hub Lead and SENCO doing multiple nursery and home visits for children with SEN. 	<p>I. Ensure that CPD plans reflect the ongoing needs of staff to consider the specific and changing needs of individual pupils and address the practical implications of these.</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>III. Grow the awareness and responsibility of Hub Leads around the effective inclusion of pupils with a disability.</p>	<p>Regular and specific training to ensure that staff feel confident and knowledgeable in specific areas of SEN. The use of external professionals for specific advice and training where required, e.g. EP service, SHIPS Project</p> <p>Well considered and planned staff / TA training programme is in place to support and strengthen the knowledge and understanding within the team.</p> <p>Specific input and advice given through EXT SLT around the role of the Hub in delivering a robust and broad support package for children with SEN.</p> <p>Increased engagement of children with a disability in after school activities</p>	<p>HWJ/ DF/ PE Leads</p> <p>DH/ HWJ/ DF / Hub Leads</p> <p>DF/ HWJ/ Hub Leads</p> <p>DF/ AS/ HWJ/ CWS</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff are confident to identify pupil needs and how to address barriers to learning</p> <p>All children can access the PE curriculum and adaptations are made where equipment is not accessible e.g. climbing equipment. External advice has been sought where required.</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. Children/staff have a greater understanding of the range of disabilities and pupils feel they belong & their contributions are valued.</p> <p>Pupils and staff show respect and an active desire to include those with disabilities. Teaching materials and displays promote positive role models with SEN and achievements of children with SEN are widely celebrated.</p> <p>Higher levels of participation in after school activities</p>
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<p>4. Enable all adults, both staff and visitors, to access the school site, to be able to work as effectively as possible and to be able to participate in school life in a way that demonstrates our commitment to them as individuals and members of the school community.</p>	<ul style="list-style-type: none"> • The school site is fully accessible to all adults, including adaptations such as ramps, disabled toilets, disabled parking, yellow edging on steps • Proactive engagement with parents to offer opportunities to collaborate e.g. Neurodiversity Day • A reflective culture of inclusivity and acceptance is in place where all adults are valued and diversity is celebrated 	<ol style="list-style-type: none"> I. Building a commitment to providing and maintaining full access to the school site that is consistent with all health and safety guidance. II. To invest, where possible, in building infrastructure on a fully inclusive basis, e.g. hearing loop III. We will respond as effectively as possible to needs identified by adults in support of the effectiveness of their working role or desire to participate within school community activities. IV. To recognise the needs of individual adults and support their inclusion through explicit discussion and planning for those needs, where appropriate and practical. 	<p>Planning future requirements of adults with a disability e.g. hearing loop.</p> <p>Review needs to ensure staff have access to necessary equipment required for them to be able to fulfill their roles successfully.</p> <p>Maintain current equipment / resources to any arising need</p> <p>Continue to seek opportunities for the increased visibility of adults with a disability in school.</p>	<p>DF/ AS</p> <p>DF/AS</p> <p>DF/AS/PA</p> <p>HWJ/ DF</p>	<p>Annual check or as needs arise</p> <p>H&S checklists completed by staff in Term 2 or assessed as needs arise.</p> <p>Regular site inspections (weekly and termly)</p> <p>Ongoing</p>	<p>All adults have the resources required to support them in overcoming access to the school site and to participate in school life as fully and as independently as possible.</p> <p>All adults feel supported with any additional needs that they have and there is a confidence that there will be a proactive and collaborative approach to any adaptations that need to be made.</p> <p>All PTA and other enrichment activities are inclusive to pupils and families with SEN.</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. Children/staff have a greater understanding of the range of disabilities and 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>
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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 Personal Development 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 and Disabilities (SEND) Policy
- Special Educational Needs (SEN) Information Report
- Supporting pupils with medical conditions policy
- Complaints Procedure

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	PA / AS	March 2027
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. Ongoing maintenance of doors in line with regulations	PA / AS / DF PA	 Annual servicing
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. There are three disabled toilets in the school and one in the Oak Block	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	
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	HWJ	Ongoing - annually
Website	The new website has large, clear fonts and a design that is easily accessible	A translation facility to ensure key information is accessible needs to be added On-going compliance check of the latest legal requirements is maintained on the website as appropriate	AS/ DF	
Communication	We use good-sized, clear fonts for letters and SchoolZine for emails / text alerts for electronic communication that is accessible from home.	Seesaw is in place for improved communication with home between all classes in EYFS and KS1 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	
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 throughout the school, to help support sight issues where appropriate. All steps now have highlighted edging.	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 those with physical disabilities	The sloping site is evident externally in the KS2 end of school and represents an on-going issue for all children. Children currently requiring the use of a wheelchair can access this area of school with adult support.	PA / AS/ HWJ	Ongoing
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>Interactive televisions with improved brightness and definition have been installed in all classrooms.</p> <p>There is a Sensory room (Calm Cave) for children to access when requiring a low sensory environment. There is also a lunch time provision for children who require a calming area to stay regulated.</p>	<p>Continue to monitor the needs of pupils through feedback / observation and make adjustments as appropriate.</p> <p>Maintenance of a range of sensory equipment as required kept in the Pastoral Office.</p> <p>Ensure training is up to date for staff to optimise effectiveness of inclusion procedures and provision</p> <p>Continue to engage with a range of professionals in order to ensure up to date and appropriate advice is given e.g. QTVI</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>	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	JL/Office	Ongoing