

Bishop Wilson CE Primary School

Accessibility plan



Approved by:	Full Governing Body	Date: 14 th March 2024
Last reviewed on:	14 th March 2024	
Next review due by:	14 th March 2027	

Contents

1. Aims	2
2. Legislation and guidance	3
3. Good Practice	3
4. Action plan	5
5. Monitoring arrangements.....	8
6. Links with other policies.....	8

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

1 Peter 4:10

The school’s vision is one of Christian service: each of us using our skills and talents to support and serve one another. We extend this service to all, whatever their backgrounds or beliefs; both within the school itself, and the wider community. All are welcomed wholeheartedly into our school family and are nurtured and supported by our harmonious school community. Friendship is a blessing extended to each and every one, as we develop as a community where God’s love, compassion and forgiveness inform our daily lives. We believe that God will guide us all with hope, compassion and wisdom in becoming successful members of a global community.

The school’s vision of service (1 Peter 4v10) is complemented by the focus on the Fruits of the Spirit as given in Galatians 5v22-23. As we serve, these characteristics – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control – teach us how we should present ourselves. Focussing on the Fruits of the Spirit has given Collective Worship a cohesive feel and purpose as it teaches pupils how they should deal with one another and with the wider community.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. 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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The plan will be made available online on the school website, and paper copies are available upon request.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Good Practice

Access to the Curriculum

At Bishop Wilson C. of E. Primary School, we strive to enable access to the curriculum for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- Our school offers a differentiated curriculum for all children. Children with disabilities have access to the full curriculum and, where necessary, this is tailored to best suit their individual needs.
- Adaptations and resources may be necessary to ensure that pupils with a disability are able to equally access the curriculum alongside their peers via appropriate teaching and learning opportunities.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to make sure it meets the needs of all pupils.
- Our school uses a number of strategies and programmes to support the inclusion of pupils with disabilities e.g. use of visual timetables and the use of symbols for communication.
- Use of a laptop to support learning.
- The pupil's seating and positioning is supported by provision of specialist chairs or arms on chairs.
- Aids are provided for pupils with motor coordination and poor hand/eye skills, e.g. specialist pens and pencils, writing slopes, adapted rulers, adapted scissors etc.
- Pupils with disabilities are able to fully access and participate in the school Sports Day, swimming and PE lessons. Adaptations will be made on a personalised basis to ensure access and participation.
- All children can access after school clubs and breakfast club; adjustments will be made if required to ensure participation.
- Our school acknowledges that pupils with a disability may require time out of class for a number of valid reasons, including:
 - physiotherapy programmes delivered by staff in school
 - appointments with visiting healthcare professionals in school e.g. physiotherapist, occupational therapist, specialist nurse etc.

- increased likelihood of the need to access therapeutic interventions e.g. art therapy, play therapy etc.

➤ Our school provides CPD / staff training on areas of need identified as being important for accessing the curriculum e.g. training in Makaton, use of visual timetables, speech, language and communication strategies.

Access to the Physical Environment

At Bishop Wilson C. of E. Primary School, we strive to enable access to the physical environment for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- All rooms are on the same level, there are no stairs that children need to use.
- Wide corridors to facilitate wheelchair/walking aid usage.
- Disabled parking bays.
- Disabled toilets and changing facilities.
- Playground is flat around the whole of the school building.
- Use of toilet frames and sensor taps.
- Door entrance fobs and bells are at a height suitable for wheelchair users.
- Floor coverings are smooth and flat so as to not impede wheelchair users.
- Large disabled toilet with showering and hoist facilities.
- School undertakes a full buildings accessibility audit every three years as part of the process of reviewing the Accessibility Plan.
- The Site Team, SENCO and pupil (if age appropriate) carry out a termly walk around the site to review physical accessibility.
- The SISS Physical Disabilities team also assesses the site and school follows the recommendations accordingly.
- Staff encourage pupils with disabilities to move around the site as independently as is possible.

Access to Information

At Bishop Wilson C. of E. Primary School, we strive to enable access to information for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- Internal signage, some of which uses visual widgets alongside the written word
- Large print resources
- Induction loops
- Pictorial or symbolic representations
- The school utilises technology to share information in a variety of formats e.g. social media, apps etc.

4. Action plan

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

Area 1: To increase the extent to which pupils with disabilities can participate in the school curriculum

ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Research and purchase appropriate technology and software to support learners with a variety of accessibility needs. This will include: specialist speech to text software e.g. Dragon, specialist text to speech software and equipment e.g. C-pen, specialist keyboards, adapted mice	SENCO	July 2024 but ongoing as needs present.	1. Research completed. Specialist assessment commissioned, if required. 2. Assessment completed within timescales. 3. Equipment received within timescale. 4. Staff supporting familiar with equipment within timescale. 5. Pupil familiar with equipment within timescale. 6. Pupil regularly uses the equipment for writing and recording. 7. Evaluation demonstrates that it has a positive impact on the pupil's learning, confidence and self-esteem.
Curriculum resources include examples of people with disabilities.	All subject leaders	December 2024	People with disabilities are represented in resources in a manner that is genuine and not tokenistic.
No ramped access onto the stage.	Business Manager	December 2024	Explore the possibilities of adapting the stage to include a ramp. Purchase a ramp if there is one suitable and safe to use for the stage.

Area 2: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school

ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Playground/recreational space Path leading to the forest school area/ across the school field.	Business Manager/Site Team	July 2025	Clear pathway allowing access to all areas of the field that is maintained during seasonal
Access to site from disability parking bay for members of staff. The mechanism on the gate too heavy to open for anyone using a wheelchair or with a physical disability.	Business Manager/Site Team	March 2025 or sooner if the need arises.	Gate is easy to open for all staff including wheelchair users.
Doors and doorways The door frame doesn't contrast with the colour of the surrounding wall and door on some of the internal doors. Some of the door handles on the white internal doors are stiff and potentially difficult to open.	Business Manager/Site Team	December 2025 May 2024	Door handles on the white internal doors are easy to move. Consideration has been given how to create contrast to support visually impaired children/adults.
Dining Hall Not always enough space between the tables for someone with mobility aid/wheelchair to get through.	Business Manager	July 2024	There is adequate space for a wheelchair user/mobility aids to get between

Area 3: To improve the delivery of information to disabled pupils so information is available equally to all pupils

ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
The school needs to inform people how they can access information in other formats such as Braille, audio files, video files and identify how they can access this provision if requested, within a reasonable time frame.	SENCO	May 2024	SENCo has researched the possibilities and sources of this information if it is not immediately available. Message on school website. Office know that this can be done.
Identify ways to make the website more accessible e.g. embedded reader.	Website Manager	July 2024	There are accessibility features on the website.

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the senior leadership team.

It will be approved by the governing board.

6. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy