

Bishop Road Primary School
Accessibility Plan
September 2017–2020



Section 1: Vision statement

The Equality Act 2010 requires schools to have an accessibility plan.

The purpose of the plan is to improve the equality of opportunity for those within the school community who have a disability.

Definition of disability according to the Equality Act 2010

A disabled person is someone who has, “a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.” The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental health issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy and Sickle Cell Anaemia. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Throughout this document the term ‘parent’ includes all those with parental responsibility, including parents and those who care for the child.

Aims and values

Bishop Road is a 4–form entry primary school with over 795 pupils on roll. The school currently has a small number of pupils with an Education, Health and Care Plan. The school promotes an inclusive ethos, making reasonable adjustments and adaptations to provision in order to accommodate the needs of the individual child as far as is practicable within mainstream education.

At Bishop Road School, we are fully committed to establishing equality for all members of our school community, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

At Bishop Road we celebrate excellence, progress and achievement. We treat all children as individuals. We want each and every child to enjoy school, have high self-esteem, to respect and care for other, to know how to be healthy and safe and to achieve well.

Links to other documentation and policies

This accessibility plan is compliant with current legislation and statutory requirements. Please read in conjunction with the school’s Equalities Policy and SEND Policy.

The plan is published on the school website. Hard copies are made available on request. We welcome feedback.

Implementation and Review

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

The school will work in partnership with the local authority in developing and implementing this plan.

The review of access to the curriculum and the environment is undertaken by the Head Teacher and Deputy Head Teacher is ongoing. It will be monitored by the Governors and will be reviewed at least every 3 years.

We consult regularly with pupils, parents, teaching professionals and external agencies as required according to the circumstances of individual children.

The views of parents, pupils, key staff and professional specialists are sought at annual reviews of Education, Health and Care Plans (EHCPs). The SENCO frequently liaises with parents in less formal meetings across the year.

Advice on staff disability is reviewed as circumstances arise, and advice is sought from the LA. Discussions are also carried out with parents with disabilities at their request.

Focus of the Accessibility Plan

The accessibility plan, which has 3 themes, contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability e.g. expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as all of our pupils. At Bishop Road, we believe that the curriculum is not only about teaching and learning but also includes the wider offer of the school, such as participation in clubs, sporting and cultural activities and other school visits.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Training

We continue to develop staff expertise by making use of training courses provided by Bristol LA and other agencies as appropriate. The training needs of staff are identified by the Senior Leadership Team and through the school CPD plan.

Complaints procedures

The School's complaints procedure covers the accessibility plan.

Bishop Road Primary School plans, over time, to increase the accessibility of provision for all members of the school community.

Attached is a set of action plans which provide greater detail about what we consider to be a priority in terms of the three 'themes' of the accessibility plan.

Approved by: Chair of Governors

Date: September 2017

Next review date: September 2020

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Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

2.1 Aim: to increase access to the curriculum for pupils with a disability

| Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|---|--|--|---|
| <p>An audit of children’s needs conducted with individual staff in September by SENCo.</p> <p>Existing arrangements are in place such as annual review meetings (of an EHCP) and School Support Plans (or IEPs).</p> <p>There is close liaison with a range of outside agencies to access expertise as needed, such as the Sensory Support Team.</p> | <p>The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum’s programmes of study are delivered in flexible enough way to meet every child’s needs.</p> <p>The school will liaise with the relevant agencies to ensure every reasonable adjustment is made to help disabled children to achieve their best.</p> | <ul style="list-style-type: none"> • Review the specific needs of children with a disability • Provide regular on-going training for staff as appropriate to enable them to meet individual needs. • Provide aids and equipment which may assist disabled pupils in accessing the curriculum | <ul style="list-style-type: none"> • All staff, SENCo, DHT • DHT, SENCo • SENCo | <p>September</p> <p>Term 1 and on-going</p> <p>September and as required</p> | <p>All school activities are accessible to all disabled children.</p> <p>Teachers are aware of the relevant issues of the disabled children in their class and can ensure that this group has equality of access to the curriculum.</p> <p>Clear differentiation ensures appropriate support for specific groups of pupils.</p> |

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| <p>For children with medical needs we ensure arrangements are in place as necessary to administer medication, thus supporting the children to remain at school and to access the curriculum.</p> | <p>Children with medical needs will be supported to remain at school in compliance with the school policy.</p> | <ul style="list-style-type: none"> • Ensure that support staff are trained appropriately by external agencies as required to support children with medical needs.(Includes Epipen training, 1st Aid Refresher and Intimate Care training) | <ul style="list-style-type: none"> • School medical officer, SENCo | <p>Reviewed in Term 1 and throughout year as needs of specific children change and as new staff join the team.</p> | <p>Increase in access to all school activities for all disabled pupils.</p> |
| <p>Children with SEND access extra-curricular activities for example, clubs, sporting and cultural activities and other school visits.</p> | <p>The school will ensure that extra-curricular activities are barrier free and do not exclude any pupils.</p> <p>Staff will work in a way to avoid the isolation of children with disabilities and will encourage peer partnerships.</p> | <ul style="list-style-type: none"> • All out-of-school activities will be planned to ensure the participation of all pupils. • Review all out-of-school activities to ensure compliance with legislation. | <ul style="list-style-type: none"> • TLR teacher responsible for organisation of clubs (Includes allocation of places, monitoring and inclusion) • DHT | <p>School clubs – Term 1</p> <p>On-going review as extra-curricular activities are planned.</p> <p>On-going</p> | <p>All extra-curricular activities are accessible to all disabled pupils.</p> |

2.2 Aim: to improve and maintain access to the physical environment

Bishop Road is a largely Victorian School with areas that have been improved and modernised to improve accessibility. This included removing stairs in the Edgar building to increase access along the corridor. As the school is in an old building, there are limitations to potential adaptations however, all new building work will meet building regulations with regards to accessibility.

If a child with a disability joins Bishop Road School every reasonable adjustment will be made to accommodate their needs.

| Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|---|---|--|--|---|
| <p>School is aware of the access needs of current pupils.</p> <p>Needs of individual pupils are recorded and monitored through the EHCPs and School Support Plans.</p> | <p>To ensure that school is aware of the access needs of all disabled pupils, parents, governors, staff and visitors.</p> <p>To make every reasonable adjustment to support the access needs of disabled users.</p> | <ul style="list-style-type: none"> School Support Plans/EHCPs to continue to be reviewed as required Pupil's care plans to be written on entry into Reception/ school. Support the needs of the school community by providing access information in Parents' Information Booklet and on Community Noticeboards | <ul style="list-style-type: none"> SENCo Parents DHT | <p>As required, according to school policies</p> <p>September or as required</p> <p>June</p> | <p>EHCPs and School Support Plans in place for disabled pupils. Staff are aware of their needs.</p> <p>Care plans in place as above</p> <p>Parents and the wider school community have full access to the school and are confident their needs will be met.</p> |
| <p>New buildings conform to disability regulations.</p> | <p>To consider the needs of disabled pupils, parents and visitors when designing any new build.</p> | <ul style="list-style-type: none"> Maintain up-to-date knowledge of the needs of pupils. | <ul style="list-style-type: none"> HT, DHT, SENCo, governors, Systems and Services Manager, school surveyor | <p>Term 1 and as required</p> | <p>New buildings are accessible by all.</p> |

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| Disabled pupils have a Personal Emergency Evacuation Plan (PEEP) as appropriate | To ensure all disabled pupils can be safely evacuated. | <ul style="list-style-type: none"> • PEEP in place for all pupils with SEND who require additional support. • Ensure all fire escape routes are suitable for all. | <ul style="list-style-type: none"> • DHT, Systems and Services Manager, SENCo • Systems and Services Manager | September As required | Disabled pupils, staff working with them and all visitors will be safe in the event of a fire or other evacuation procedure. |
| All new ceilings have been adapted with acoustic tiles for an improved environment for people with hearing impairment . | Ensure pupils with a hearing or a visual impairment are in the best classroom to suit their needs. | <ul style="list-style-type: none"> • Liaise with the Sensory Support Teacher to gain advice for hearing impaired and visually impaired pupils. | <ul style="list-style-type: none"> • SENCo, Sensory Support Team | June, for following academic year | The needs of pupils with a hearing impairment or a visual impairment will be met so that they can access the physical environment. |
| School has a good supply of specialist resources, such as resources for the dyslexia friendly classroom e.g. coloured overlays, talking tins | Reasonable adjustments to be made following advice from external agencies to ensure pupils with disabilities will have access to specialist and/or ICT equipment | <ul style="list-style-type: none"> • Liaise with external agencies to ensure accessibility to specialist and/or ICT equipment where possible for pupils with a disability. • Purchase resources to support access to the curriculum | <ul style="list-style-type: none"> • SENCo, external agency • SENCo | September or as required June (or when required) | The needs of disabled pupils will be met so that they can access the physical environment. |
| Adaptations have been made to the old Victorian buildings, e.g. a lift to the library, ramps to buildings, accessible toilet | Reasonable adjustments to be made to ensure the school environment, including annexe buildings are accessible to disabled pupils and adults. | <ul style="list-style-type: none"> • 3 Year Maintenance and Improvement Plan reviewed and agreed with governors once a year | <ul style="list-style-type: none"> • HT, DHT, Systems and Services Manager, school surveyor • Governors: Buildings, health and safety with finance committee | October 2017 | The school environment is accessible to the whole school community. |

2.3 Aim: to improve the delivery of written information to pupils

| Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|---|---|--|---|---|
| <p>Interactive whiteboards with multimedia facilities are used to improve delivery of information.</p> <p>We provide alternatives to paper and pencil recording where appropriate, including adult scribing.</p> <p>Laptops are available for use by children with a disability, following advice from external agencies. Software programmes such as Clicker 7 may be used.</p> | <p>To ensure that children requiring information in adapted formats or formats other than print will have this provided in an appropriate form to suit their needs.</p> <p>To ensure that children with sensory or mobility impairments will access the curriculum through specialist resources such as ICT, where this is appropriate.</p> | <ul style="list-style-type: none"> • Ensure written information is available in alternative formats when specifically requested. Seek support from Sensory Support Team if required. • Raise the awareness of school staff on the importance of good communications systems. • Review training needs of staff. • Ensure that key staff are aware of the ICT that is available and know how to use it. | <ul style="list-style-type: none"> • SENCo • Sensory Support Team • SENCo • DHT • SENCo | <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Actions reviewed on a termly basis as needs of specific children change, and as new staff join the team.</p> | <p>Improved delivery of information to disabled pupils.</p> <p>School is more effective in meeting the needs of pupils.</p> <p>All school information is available for all.</p> <p>Key staff are aware of the ICT that is available and know how to use it.</p> |
| <p>School newsletters and curriculum information is available on the school website.</p> <p>Office staff support parents with accessing school information and form filling.</p> | <p>To ensure that important information for parents will be available in different formats when specifically requested.</p> | <ul style="list-style-type: none"> • Ensure website information is in a clear print and uses 'plain' English. • Provide information in Parents' Information Booklet and on Community Noticeboards | <ul style="list-style-type: none"> • All staff • Office staff, SLT, SENCo | <p>On-going</p> <p>June and on-going</p> | <p>Improved delivery of information to all parents and the local community.</p> |