



Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

ACCESSIBILITY POLICY & PLAN

Aims

1. 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
2. This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
3. Our school's vision statement, 'We Work, We Play, We Care and We Pray' includes all children regardless of race, religion, disability and beliefs At Bishop Bridgeman CE Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.
4. The Bishop Bridgeman CE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff, and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

5. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
6. Bishop Bridgeman CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support, and awareness within the school.
7. The Bishop Bridgeman CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff, and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - 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 timeframe.
8. The Bishop Bridgeman CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.
9. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
10. 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.
11. We have included a range of stakeholders in the development of this accessibility plan, pupils, parents, staff and governors of the school.

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.

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

Links with other policies

This Accessibility Plan should be read in conjunction with the following Bishop Bridgeman CE Primary School policies, strategies, and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incidents Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Development Plan
- Special Educational Needs Policy
- Risk assessment policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy.

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 headteacher.
- It will be approved and monitored by the governing board.
- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.
- Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored through the Local Governing Board meetings.
- The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Action Plan

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure pupils with a disability can always access the curriculum.	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p>	<p>Planning and book scrutiny. Drop in observations.</p> <p>Pupil Progress Meetings.</p> <p>Discussions with Curriculum Leaders.</p>	Teachers, TAs, SNA's, SENCO, SLT	Reviewed frequently throughout the school year (Drop in cycle and Consistency checks)	100% of pupils with disabilities make at least expected progress based on personal and individually set targets.

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>				
<p>To ensure children with disabilities are integrated into school fully when they start.</p>	<p>Meeting with Headteacher/Deputy Headteacher before starting to discuss (informally) previous schooling, needs and expectations.</p> <p>Learning Mentor contacts previous school for information before starting (if relevant).</p> <p>Disabled children will have a full, formal meeting with the SENDCo and Learning Mentor prior to starting so adaptations can be made to ensure integration and accessibility to all of school.</p>	<p>SENDCo/Learning Mentor to have daily check ins for the first</p> <p>Meet parents weekly for first 3 weeks (if needed)</p> <p>SENDCo meet class teacher daily in first week</p> <p>Risk assessment completed and agreed with parents prior to starting if needed.</p>	<p>SLT, SENCO, Site Manager and Learning Mentors</p>	<p>Reviewed daily initially for 3 weeks then twice per half term.</p>	<p>Successfully implemented with all children who were new to school with disabilities – 100% success.</p>

<p>To ensure the physical environment is maintained and appropriate to all children with disabilities needs.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets <p>Library shelves at wheelchair-accessible height</p> <ul style="list-style-type: none"> • Learning Mentor room 	<p>Daily checks of grounds, equipment.</p> <p>Contact any maintenance when / if required.</p>	<p>SLT, SENCO, Site Manager</p>	<p>Daily ground checks. Weekly consistency checks.</p>	<p>100% of pupils with disabilities can access all areas of the school at all times.</p>
<p>To ensure that information to delivered to pupils with a disability is always clear and effective.</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Sign-along • Large print resources <ul style="list-style-type: none"> • ELKLAN • Juno speaker • Pictorial or symbolic representations <ul style="list-style-type: none"> • Class iPads • Extra-large interactive Smart Boards in all classrooms. • Specific learning stations for individual children. 	<p>Liaise with outside agencies to ensure all additional equipment is maintained and used effectively.</p> <p>Refresher Makaton and Sign and Shine training for any staff who require.</p> <p>ICT Coordinator to ensure staff can all effectively use iPads and Smart Boards.</p> <p>Ensure all staff are aware of children's additional needs and requirements.</p>	<p>Teachers, TAs, SNAs, SENCO, SLT</p>	<p>Monitor through weekly drop in cycle.</p>	<p>100% of all children with disabilities feel they can communicate and are communicated with effectively throughout the school day.</p>
<p>To ensure disabled pupils have equal opportunities whilst in school.</p>	<p>Clubs and groups are agreed with SLT before being shared/published to ensure there are a range of children in those groups who are SEN, disabled or PP.</p>	<p>Additional SEN/disability focused PE sessions delivered weekly in addition to these children accessing PE lessons with their class.</p>	<p>Teachers, TAs, SNAs, SENCO, SLT</p>	<p>Actions discussed half termly at SLT meetings.</p>	<p>All children who have requested clubs have accessed clubs and groups in school. Parents of disabled pupils have been contacted by the SENCo if they have not requested a club to</p>

	<p>Where disabled pupils cannot access independently, the SENCo deploys staff to support disabled pupils with clubs and groups.</p> <p>Adaptations are made to lessons, groups and clubs to ensure all children can participate.</p>	<p>Bespoke wiggle worship led weekly for vulnerable, SEN and disabled pupils.</p>			<p>encourage them to put their child's name down for this.</p>
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Prepared by: Mike Lonsdale (Headteacher) & Ben McKean (Deputy Headteacher/SENDCo)

Approved by:	Governing Body	Date: Autumn 2024
Last reviewed on:	January 2025	
Next review due by:	January 2027	