



Bishop's Primary School

Enabling everyone in our community to let their light shine



Accessibility Plan

Policy Preface

Northumberland Church of England Academy Trust is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our Trust life.

As a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

Lead Person:	Bishop's SENDCo
Creation date:	September 2018
Version	2.0
Last updated and approved:	October 2019
Next review due by:	September 2022
Approved by:	CEO
Statutory Requirement:	Yes
Linked to:	<ul style="list-style-type: none">• Behaviour Management Policy• Curriculum Policies• Emergency Plan• Health & Safety Policy• Improvement Plan• Special Educational Needs Policy• Teaching and Learning Policy



Bishop's Primary School is part of
Northumberland Church of England Academy Trust

1. Introduction

Bishop's Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, carers 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 with regard to disability and to developing a culture of inclusion, support and awareness within Bishop's Primary School.

Bishop's Primary School recognises and values parents and carers' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Bishop's Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the campus within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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Statement of intent

This plan outlines the proposals of the governing body of Bishop's Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

These include:

- Increasing the extent to which pupils with disabilities can participate within the **curriculum** on all the campuses.
- Improving the **environment** of the campuses to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving **information delivery** to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, Bishop's Primary School must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Principal, Heads of Campus, SENDCo and other relevant members of staff
- Trustees

- External partners

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

2.1 Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Some campus trips need to take into account children with SEND.	Needs of children with SEND incorporated into planning process.	Teachers/ SENDCo	Summer 2020	Planning of campus trips takes into account children with disabilities.	Autumn 2020
Medium term	Staff members need to assess whether the curriculum is fully accessible.	Audit of curriculum.	Heads of Campus/ Teachers/ SENDCo	Autumn 2020	Leaders and teaching staff are aware of the accessibility gaps in the curriculum.	Spring 2021
	Some staff members need training to be able to support pupils with SEND: e.g. dyslexia, dyspraxia, hypermobility.	Professional Learning provided to staff members.	External training/ SENDCo	Spring 2021	Staff members have the skills to support children with SEND.	Summer 2021
Long term	Pupils with SEND cannot fully access a range of extra-curricular physical activities.	Provide adjustments to pupils with SEND	Heads of Campus, Teachers, HLTAs, TAs /SENDCo	Spring 2022	Pupils with SEND can access a range of activities with appropriate reasonable adjustments.	Summer 2022

2.2 Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short term	Leaders to reassess if the physical environment is fully accessible.	Audit of physical environment	Heads of Campus/ SENDCo/ Operations	Summer 2020	Campus is aware of accessibility gaps to its physical environment, and will make a plan to address them.	Autumn 2020
Medium term	Learning environment of pupils with visual impairment must be fully accessible.	Incorporation of appropriate layout of rooms, colour schemes, braille signage.	Heads of Campus/ SENDCo	Autumn 2020	Learning environment is accessible to pupils with visual impairments.	Spring 2021
	Classroom sinks are not accessible to all.	New taps /steps installed.	Operations	Spring 2021	Access to classroom sinks is increased	Summer 2021
Long term	Children with physical disabilities have access to after school activities.	Audit of after school clubs and activities.	Heads of Campus	Spring 2022	All campus after school facilities are fully accessible.	Summer 2022

2.3 Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Leadership to assess whether campus information is accessible or not e.g. visual impairment, EAL	Audit of information delivery procedures: letters, parent mail, newsletters.	Heads of Campus/ SENDCo	Summer 2020	Bishop's Primary School is aware of accessibility gaps to its information delivery procedures.	Autumn 2020
	Review documentation on website to check accessibility for pupils/parents/carers with English as an Additional Language	Campus seeks advice from advisors. Review formats publicised on campus website – particularly for new parents to the campus, in order to ensure accessibility for parents with EAL.	Website Staff in consultation with Heads of Campus/ SENDCos	Autumn 2020	Bishop's Primary School is aware of local services for converting written information into alternative formats.	Spring 2021
Medium term	Written information is not always accessible to pupils with visual impairments.	Ensure font size is correct for all written information.	Teachers/ HLTAs/ TAs	Spring 2021	Written information is fully accessible to children with visual impairments	Summer 2021
Long term	Campus website is not fully accessible to some children with SEND.	Audit of website	Website Staff	Spring 2022	Website is fully accessible	Summer 2022