

# Bishop Perrin Church of England Primary School



## Accessibility Plan

Statutory Policy

*Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.*

<b>Author</b>	Headteacher
<b>Date Ratified</b>	February 2024
<b>Ratification Level</b>	Full Governing Body
<b>Frequency of Renewal</b>	Every 3 years
<b>Policy Renewal Date</b>	February 2027

## CONTENTS

1. [Aims](#)
2. [Legislation and Guidance](#)
3. [Links](#)
4. [Monitoring](#)
5. [Action Plan](#)

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

Bishop Perrin CE Primary 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.

Bishop Perrin 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.

The plan is available online on the school website, and paper copies are available upon request from the Office.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our accessibility plan outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- ensuring that the rights of pupils with disabilities are upheld
- supporting the aims and aspirations of pupils with a disability
- improving access to information, curriculum, and the environment
- creating a positive attitude towards disability and challenge negative perceptions
- developing a culture of awareness, acceptance, and inclusion

It is recognised that many of these steps will benefit all school users.

The school supports and works with any available partnerships to develop and implement the plan.

If any member of the school community has a concern relating to accessibility in school, then please contact the Headteacher in the first instance. If the member of the school community is not satisfied with the outcome after discussing their concern with the Headteacher then they should refer to the school's complaints policy.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff, governors, and parents.

## **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 and epilepsy.

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 the premises.

## **3 LINKS TO OTHER POLICIES**

The Accessibility Plan is linked to the following policies and documents:

- Complaints Policy
- Health and Safety policy
- Equality and Inclusion Policy
- Special Educational Needs and Disability (SEND) Policy
- Medical Needs, First Aid and Intimate Care Policy
- School Development Plan

## **4 MONITORING**

The Accessibility Plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary if there is a change in legislation or guidance, or need within the school. It will be approved by the Full Governing Board.

## 1. Environment

### Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground, sports areas, and shared areas such as canteens or libraries and toilets

Current good practice: the environment is adapted to the needs of pupils as required. This includes: ramps, corridor and door width; disabled toilet; library shelves at wheelchair accessible height.

	Priority	Action	Responsible person	Timescale	Outcome/impact
1.1	Improvements made to support emergency evacuation procedures	To ensure fire safety training for PEEP (Personal Emergency Evacuation Plan)	HT / Site Manager / HR Officer	By July 2024	Staff trained in evacuating people with additional needs

## 2. Curriculum

### Increasing access to the curriculum

This covers curriculum content, differentiation, teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

Current good practice: our school offers a differentiated curriculum for all pupils; we use resources tailored to the needs of pupils who require support to access the curriculum; curriculum resources include examples of people with disabilities; curriculum progress is tracked for all pupils including those with a disability; targets are set effectively and are appropriate for pupils with additional needs; the curriculum is regularly reviewed to make sure it meets the needs of all pupils; participation in after school clubs and educational visits is accessible to all.

	Priority	Action	Responsible person	Timescale	Outcome/impact
2.1	Continuing to ensure the curriculum is representative of our school community and the wider world.	Review content and resources to ensure they are reflective of our diverse school community and the wider world.	HT	2026	All children can see themselves represented in the curriculum offer.

### 3. Improve the Delivery of Accessible Information

#### Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority. Current good practice: our school uses a range of communication methods to ensure information is accessible. This includes: internal signage; large print resources; pictorial or symbolic representations.

	Priority	Action	Responsible person	Timescale	Outcome/impact
3.1	To be able to communicate using BSL (British Sign Language) and Makaton	To introduce a simple cued articulation programmed as an introduction to BSL in Year R. To provide teaching in basic BSL from Year 1 – 6.	Inclusion Leader	Increase in culture, on-going	Children are skilled in another method of communication.