

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.

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Ratification Level	Full Governing Body
Frequency of Renewal	Every 3 years
Policy Renewal Date	Sept 2023

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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 will be made 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. 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

	Priority	Action	Responsible person	Timescale	Outcome/impact
1.1	Improvements to help the hearing impaired <i>(Taken from Gov Accessibility Audit Mar 2019)</i>	Install hearing loop when necessary. Alarm linked to fire alarms	HT/SBM/Diocese	By 2023	Learning experiences of pupils with hearing difficulties enhanced
1.2	Improve quality of lighting in communal corridors and in the Year 1 & Year 2 Classrooms <i>(Taken from Gov Accessibility Audit Mar 2019)</i>	Install improved lighting in communal corridors and Year 1 and Year 2 classrooms	HT/SBM/Diocese	By Sept 2020	Improved visibility in corridors and classrooms, assisting visually impaired pupils and staff.
1.3	Install illuminous fire escape signage	Improve signage to indicate escape routes out of the building in the event of fire.	HT/SBM/Site Manager	By July 2020	Clear signage in place to facilitate quick access from the building in the event of a fire.

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.

	Priority	Action	Responsible person	Timescale	Outcome/impact
2.1	To improve the progress and participation of pupils with cognition and learning difficulties.	Staff training on differentiation with Ed Pysch-scaffolding and questioning	Inclusion Leader	July 2020 Ongoing	All staff attending INSET. Evidence in lessons and attainment and progress outcomes
2.2	To improve the attainment and participation of pupils with social, emotional and mental health difficulties,.	<ul style="list-style-type: none"> Budget for ELSA training Identify staff for ELSA training Attend ELSA training Identify pupils with SEMH difficulties Initiate ELSA sessions in school <p>Continue with CWP and identify parents who would benefit from attending.</p> <p>Training delivered by Ed Pysch to support SEMH pupils in class</p>	Inclusion Leader Class teachers LSAs ELSAs	Ongoing	Improved attendance and behaviour of SEMH pupils both in class and on the playground
2.3	To improve the progress for children with communication and language difficulties	Speech therapist to develop staff skills SALT support across school to upskill staff through, deliver training, deliver 1-1 therapy to identify areas of need	Inclusion Leader Class teachers LSAs	Ongoing	Staff attend training and implement strategies. Improved attainment and progress outcomes

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.

	Priority	Action	Responsible person	Timescale	Outcome/impact
3.1	Ensure documents are accessible for pupils with visual impairment	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Class Teachers Inclusion Leader	In place and ongoing (where appropriate)	Pupils able to access school documentation
3.2	Provision of written material to pupils to meet their needs	Use of coloured paper/text size/visual timetables Seek appropriate advice from Ed Pysch/SALT/Visual Impairment Advisory Teacher	Class Teachers Inclusion Leader	In place and ongoing (where appropriate)	Pupils always have access to written material which meets their needs at the appropriate time