

Accessibility plan

Bishop Wilson CE Primary School



Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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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

Our 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.

Within God's family we nurture, teach and support each other, opening doors for all.

The plan will be made available online on the school website, and paper copies are available upon request.

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

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

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.

We have included a range of stakeholders in the development of this accessibility plan.

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, 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve provision for children with SEND	SENDCo is experienced. Identification of needs Prompt assessment of children's needs	Do we know staff confidence/areas for building? Do we know the children's needs?	Audit of staff Training Sharing of good practice	SENDCo	July 2020	Improvement in outcomes for children with SEND
Use ICT equipment to enhance support for pupils with SEND	Access to equal for all pupils to ipads and laptops All TAs who work with groups have dedicated laptop/device	All staff to have a good understanding of what ICT can be used and how for all pupils. Teams – Immersive reader	Find outstanding examples of ICT use in lessons, where possible teachers to be given opportunities to watch outstanding practitioner use of ICT in lessons Training on Teams for staff and implementation in each classroom – all children with additional needs to know how to use Immersive Reader. Applied to home learning and home work.	R Orford	April 2020 October 2020	Evidence of ICT equipment being used in lessons more effectively

<p>Improve the pupil voice for children with SEND</p>	<p>All children welcome on school council Questionnaires go to all children. School bank positions are available for all children (children with additional needs actively take a role).</p>	<p>SEND children are proactively invited to take part in school council</p>	<p>School council - SEND pupils to be on school council</p> <p>All children given the opportunity of a voice in PSHEC (No Outsiders and My Happy Mind)</p> <p>Makaton taught to those in reception to ensure inclusion of children with limited speech – new signs each week</p>	<p>School council lead HoS 121 TA</p>	<p>October 2020 (and then ongoing) July 2020 (and then ongoing) September 2020 ongoing</p>	<p>SEND pupils on school council</p> <p>Children engaged in My Happy Minds and use it in their daily lives</p> <p>Engagement of all children</p>
<p>To improve the attainment and participation of pupils with social, emotional and mental health difficulties.</p>	<p>My Happy Minds programme started Sept 2019, pupil engagement is good. Support for families during lockdown 2020 (and ongoing) Member of staff training in childhood counselling</p>	<p>Families/children promptly sign posted or helped directly</p> <p>Parenting offer available for all parent/carers</p> <p>Children have good understanding of how their brain works</p>	<p>Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENCo</p> <p>Review support for children with mental health difficulties and adapt as required.</p> <p>Signpost parents to support</p> <p>Develop an emotional regulations area/resource</p> <p>My happy Minds programme</p>	<p>DSLs and SENCO SENCo Teaching support staff</p>	<p>Sept 2020 onwards Jan 2021 Ongoing</p>	<p>CPOMS evidence of impact of regular reviews/actions.</p> <p>Children engaged in My Happy Minds and use it in their daily lives</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved a Governor on the Resources committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy