

## **Accessibility Plan**

**Review Date:** November 2025

**Review by:** Pastoral, Safeguarding and Wellbeing Committee

**Final Approval:** Pastoral, Safeguarding and Wellbeing Committee

### **Context**

The Core Values which relate specifically to this policy state that we are working together to form relationships based on:

**Justice** – everyone is entitled to be treated fairly and to promote the self-esteem of others.

**Responsibility** – everyone is expected to understand the consequences of their actions.

**Truth** – everyone is required to be honest and to communicate in a positive manner.

**Compassion** - everyone is encouraged to be generous in their concern for others

**Faith** - everyone is invited to develop their understanding of Christian belief, worship and lifestyle.

Such values contribute to our Common Purpose of striving for the highest quality education with a strong Christian ethos. These values underpin the provision of the financial management of the academy.

### **Data Protection**

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection Policy

### **Aims**

The Accessibility Plan addresses the statutory requirements of the Equality act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following areas:

- To increase the extent to which disabled students can participate in the school's curriculum,
- To improve the physical environment of the school to ensure disabled students can take advantage of education and other benefits, facilities or services provided or offered by the school,
- To improve the delivery of information to disabled student, so information is as available as it is for students who are not disabled.

### **Purpose and Aims**

- The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.
- All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.
- To ensure all disabled students are fully involved in school life and are making at least expected progress.
- To identify barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCP's where appropriate.

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- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

## **Definitions**

### **Definition of Disability (Equality Act 2020)**

“A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.”

### **Definition of Special Educational Needs (SEND Code of Practice September 2015)**

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

## **The Accessibility Plan**

This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

### **1. Increase the extent to which disabled students can participate in the school's curriculum**

Students with SEND are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

Our Special Educational Needs Policy, Local Offer and SEN report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND).

This includes:

- Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery school, primary schools, or high schools, supported by individual provision maps and the SEND register.
- Keeping staff full informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports, and student/parent feedback.
- Listening to students and parents/carers views and taking them into account in all aspects of school life.
- Awareness raising programs for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
- Regular training opportunities for staff on SEND and appropriate teaching and learning strategies
- Increasing specialist in-class support or guidance from trained teaching assistants and teachers.
- Specific specialist intervention to build skills (particularly for literacy and numeracy) on how to adapt the curriculum and teaching strategies for individuals.

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- h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
- k) Ready access parents to staff, with partnerships supported by planned structures conversations and ongoing home-school liaison.
- l) A structures and dedicated transition programme for vulnerable students.
- m) Specialist advice and guidance to support transition.
- n) Multi-agency support coordinated by the school's inclusion teams in each year group.
- o) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

### **Further Development**

The school development plan sets out additional development priorities in this area. These include:

- a) Create an inspiring curriculum model which meets the needs of all students.
- b) Broaden choices to construct personalized pathways.
- c) Develop high quality curriculum for lower ability students.
- d) Develop more complex curriculum model.
- e) Conduct annual curriculum for lower ability students.
- f) Reorganise non-classroom based support staff to ensure effective context for continuing professional development.
- g) Improve the physical environment of the school for the purpose of increasing the extent to which disabled students can take advantage of education and benefits, facilities, or services, provided or offered by the school.

### **The school environment already incorporates many features to ensure accessibility to students with disabilities.**

These include:

- a) Any lifts
- b) Any ramps
- c) A specialist SEND areas, with small, quiet, and calm learning spaces
- d) Any disabled toilets
- e) Features that improve acoustics
- f) Customised furniture and/or equipment
- g) Specialist resources, including digital technologies
- h) Guiding in emergency evacuation.

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise, and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

### **Further development**

The school carries out an accessibility audit every three years in advance of reviewing this policy.

The last audit was undertaken by EA Audits Ltd.

The school is also committed to ensuring full accessibility in any future new build.

### **Improve the delivery to disables students of information which is readily accessible to students who are not disabled.**

Teachers and Teaching Assistants consider the needs of each SEND student and provide accessible learning resources for them. The increased use of interactive whiteboards and other digital technologies have diversified the ways in which information Is presented to all students. Visual and audio information is now as common as written information.

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In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plan English, images, and layout.
- b) Laptops and other digital technologies
- c) Coloured overlays for text
- d) Tactile resources
- e) Readers and/or scribes in exams, where appropriate

### **Further development**

The following opportunities to improve further will be explored:

- a) Opportunities provided by digital technologies
- b) Regular clear and relevant information to parents in home language if required.

### **Responsibilities**

All staff are responsible for removing barriers to learning for disabled students.

All leaders are responsible for improving accessibility within their area of responsibility.

The Governing Body is responsible for ensuring the resourcing, implementation and updating of this plan.

The SENDCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

### **Review**

This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

## **Key to Action Plan**

### **Priority Ratings**

It is unlikely that the school will be able to implement all the recommendations in the near future and we do recognise this. Priorities for action may be dependent upon a range of factors including, for example:

- Compliance to AD M (Part M of the Building Regulations)
- Policy and objectives
- Current use of the building
- Costs involved and available budget and resources
- Plans for refurbishment
- Maintenance programmes
- Agreement from outside agencies (such as local highway authority, planning permission)

### **Priority A**

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

### **Priority B**

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

### **Priority C**

Where action is recommended within 12-24 months to improve access.

### **Priority D**

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

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**Budget Implications**

Potential budget costs have been assigned and the relevant purchasing process will be followed relating to the school's financial procedures.

**N – None**

Such recommendations are likely to be achievable with no revenue cost to the school.

**OG – Ongoing Maintenance**

Such recommendations are likely to be achievable within annual revenue budgets for annual maintenance as part of the annual planned preventative maintenance programme.

**L - Low**

Such recommendations are likely to be achievable for a budget less than £1000.

**I – Intermediate**

Such recommendations are likely to be achievable for a revenue budget of between £1000 and £5000.

**H – High**

Such recommendations are likely to be achievable for a capital budget cost above £5000. Such action will probably need allowing for at annual budget planning time.

**ST – Structural Change**

Such recommendations are likely to require a budget exceeding £15,000. Strategic budget and project planning at a professional level of support are likely to enhance delivery of desired change.

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### **Action plan**

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

Action	Priority	Budget implication	Target date for completion	Person responsible	Date Completed
Ask the council to re-paint the faded yellow 'school keep clear' zig zags	B	N	ASAP	Business Manager	Requested Mar 23
Access to reception. Provide signage next to the intercom.	B	L	April 2023	Property Team	Feb 23
External areas:  Install further handrails to outside steps where there are more than 3 risings and where needed. All steps with 3 or more risings should have handrails fitted on both sides.  Install bight contrasting handrails on both sides of ramps/steep inclines where needed.	B  B	L  L	ASAP  ASAP	Property Team  Property Team	Obtaining contractor quotations for the work on a priority basis.
Internal Signage  Review internal signage and ensure it is all in both uppercase and lowercase lettering.  Consider adding more Braille to door signage	C  C	N/L  L	April 2023  L	Property Team/Business Manager/All staff  Property Team	

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