

BISHOP HENDERSON C OF E PRIMARY SCHOOL



'Learning for life in all its fullness'

Accessibility Plan

Date updated	September 2022
Governor Review Date	September 2023

Accessibility Plan

1. School Vision

Our vision is to create an environment where we are 'Learning for life in all its fullness' by:

Taking care and belonging

Take care of friends, family and community

Feel happy, safe, respected and included.

Practice gratitude and kindness

Make positive choices for health, well-being and relationships

Celebrate diversity and inclusion

Respect and look after the environment and the natural world

Exploring and Learning

Be curious, ask questions and explore ideas

Have self-belief, confidence and skills to be life-long learners

Develop Knowledge and understanding of our world

Have fun and enjoy learning, creativity and imagination

Develop resilience

Being the best we can be

Develop our unique skills and talents

Achieve the highest possible standards

Be ethical and do the right thing

Be thoughtful, compassionate and responsible members of the local and global community.

Live by the principles of peace, equality, justice and human rights.

Values

Our school ethos is underpinned by Christian values. As a church school we promote Christian values through our curriculum, our Collective Worship and our relationships. These values are outlined by the Diocese of Bath and Wells and include:

Friendship

Kindness

Respect

Peace

Justice

Service

Hope

Thankfulness

Perseverance

We link these Christian values with the British values of Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance for different faiths and those of no faith.

Our school motto is ~ 'Fun, Learning, Friendship'

2. Equalities Statement

With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#).

General duties include:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under Bishop Henderson School's equality statement and measurable objectives. These are available [here](#).

Bishop Henderson School adheres to [Somerset's Children and Young People Plan 2019-2022](#).

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our [Special Educational Needs and Disability Policy](#).

Bishop Henderson School also adheres to the principles of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

3. Context

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

4. Objectives

Bishop Henderson C of E Primary 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. 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 the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- SENDCo

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

The Accessibility Plan will be published on the school website and will be monitored through the Full Governing Body, with the premises committee leading this area.

Improving access to the curriculum (Monitored by Governor Curriculum Committee)

Objective	Action	Resources	Timescale
To ensure that all children can participate in the school curriculum.	Liaise with pre-school providers to prepare for any additional needs or adjustment required for the intake of children into EYFS. Ongoing identification of children who may need additional support, reasonable adjustments or specialist resources.	EYFS release time As required	Ongoing
To ensure all staff are confident at making reasonable adjustment to ensure all children in their class fully access all learning experiences.	Update staff training regularly on; Asthma Dyscalculia Dysgraphia Epilepsy Diabetes Autism Hearing Impairment Visual Impairment Arrange training as soon as possible prior to any child joining the school with a specific medical condition.	Trainers for specialist areas or delivered in-house by SENDCo.	As required
To ensure all specialist equipment is fit for purpose.	Audit specialist equipment. Replace and upgrade as appropriate.		Ongoing

Improving access to the building (Monitored by Governor Premises Committee)

Objective	Action	Resources	Timescale
Maintain safe access around the school	Improve access to class/year group egress points as part of any playground improvements. Paths kept clear of overgrowing plants.	Caretaker, Business Manager and Health and Safety Governor - maintenance of paths/walk ways.	As required Ongoing as part of scheduled maintenance.
Maintain safe access around the interior of the school.	Consideration to be given to any changes to classroom furniture layout, ensuring a wheelchair friendly route is maintained. Planned building changes to incorporate appropriate flooring surface and colour choices - including colour contrast to accommodate children with visual impairments/dyslexia	A checklist – including clearance distances required. Guidance documents to support planning choices.	As required Ongoing

Improving access to written information (Monitored by Governor Curriculum Committee)

Objective	Action	Resources	Timescale
To ensure documentation is accessible for all parents/carers and pupils	Regular review of all documentation; Hard copies School website.	Checklist of good practice – font type and size, colour of background etc.	Half Termly checks