

With Courage, we flourish. With Compassion, we care. With Creativity, we learn.

# **BISHOP HENDERSON C OF E PRIMARY SCHOOL**



## **Accessibility Plan**

|                     |                |
|---------------------|----------------|
| Date reviewed       | September 2024 |
| Chair of Governors  |                |
| Head Teacher        |                |
| Date of Next Review | September 2025 |

### **Vision Statement**

At Bishop Henderson Church of England Primary School, we are committed to equality of opportunity in line with the Equality Act of October 2010. We endeavour to make a positive contribution to the whole community by demonstrating qualities such as respect, co-operation and valuing differences while celebrating cultural diversity. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community. We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life
- exercises choice
- celebrates cultural diversity

## **Accessibility Plan September 2024 to September 2025**

At Bishop Henderson C of E Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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.

## **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 parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' 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 school 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.  | <p>Liaise with pre-school providers to prepare for any additional needs or adjustment required for the intake of children into EYFS.</p> <p>Ensure classroom environments and resources used support inclusion of all pupils.</p> <p>Ensure that the school, as a whole, feels welcoming and supportive, making reasonable adjustments to timetables and the environment to support pupils and avoid any potential problems related to Emotional Based School Avoidance (EBSA).</p> <p>Ongoing identification of children who may need additional support, reasonable adjustments or specialist resources.</p> | <p>EYFS release time</p> <p>As required</p>                    | Ongoing     |
| To ensure all staff are confident at making reasonable adjustment to ensure all children in their class fully access all learning experiences. | <p>Update staff training regularly, as appropriate, on;</p> <ul style="list-style-type: none"> <li>Asthma</li> <li>Dyscalculia</li> <li>Dysgraphia</li> <li>Epilepsy</li> <li>Diabetes</li> <li>Autism</li> <li>Hearing Impairment</li> <li>Visual Impairment</li> </ul> <p>Arrange training as soon as possible, prior to any child joining the school with a specific medical condition.</p>   | Trainers for specialist areas or delivered in house by SENDCo. | As required |
| To ensure all specialist equipment is fit for purpose.   | <p>Audit specialist equipment.</p> <p>Replace and upgrade as appropriate.</p>  |  | Ongoing     |

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

| Objective                              | Action   | Resources  | Timescale   |
|--|--|--|---|
| Maintain safe access around the school | <p>Improve access to class/year group egress points as part of any playground improvements.</p> <p>Paths kept clear of overgrowing plants.</p> | <p>Caretaker, Office Manager and Health and Safety Governor - maintenance of paths/ walk ways.</p> | <p>As required</p> <p>Ongoing as part of scheduled maintenance.</p> |

|   |  |   |             |
|---|--|---|-------------|
| 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.  | A checklist – including clearance distances required. | As required |
|   | Planned building changes to incorporate appropriate flooring surface and colour choices - including colour contrast to accommodate children with visual impairments/dyslexia | Guidance documents to support planning choices.       | 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;<br>Hard copies<br>School website. | Checklist of good practice – font type and size, colour of background etc. | Half Termly checks |