



**Bishop David
Sheppard**

CE Primary School

Following Jesus, together we succeed

Accessibility Plan

Date: September 2022

Renewal Date: September 2025

Following Jesus, together we succeed

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.

Bishop David Sheppard is an inclusive school, which recognises a child's right to a broad, balance, relevant and challenging curriculum, appropriate to their individual abilities, talents and personal qualities.

We aim to make equality of opportunity a reality through the consistent implementation of inclusivity by all staff, who work towards identifying and elimination the barriers to a successful, accessible education for all our children.

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.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and in consultation with staff and governors.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

3. Action plan

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

Aim One: Increased Access to the School Curriculum				
Current good practice	Target	Strategies	Time Scale, By whom	Success Criteria
Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils,	Increased access/participation to (all subject areas) for all children	Subject leaders to identify and share adaptations across the four areas of need (as identified in the code of practice) All school monitoring to contain a focus on SEND access to curriculum, where appropriate	On-going Head teacher SEND Team All subject leaders	Raised staff confidence in strategies for adaptations and increased pupil participation

<p>including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils A range of after school clubs are made available to all children regardless of need Large proportion of school workforce have received paediatric first aid training. Wide range of staff receive training from the diabetic nursing team to support the Type One diabetic children in the school</p>	<p>Increased staff confidence in creating ASD friendly classrooms and approaches</p>	<p>SEND Team to audit provision regularly across the academic year Work with the Social communication to trial approaches/adjustments in one class and roll out to the whole school leading to an audit of provision by the Social communication team Access to ASD training to roll out to all staff Utilise Speech and Language Therapist to train specific staff to support children with ASD around their emotional regulation needs – roll this out to whole school approach</p>	<p>Rolling programme over the next three years SEND team Social Communication Team</p>	<p>Establishment of ASD friendly school with good practice across all classes. Staff confident to make adjustments and cater for the needs of our neurodiverse children, starting with ASD children</p>
	<p>Educational visits/trips and activities to be accessible to all</p>	<p>Provide guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness</p>	<p>On-going All staff</p>	<p>All pupils in school able to access all educational visits and take part in a range of activities</p>

	<p>To ensure that Health Care Plans are in place for all pupils who require them, and that they are shared with all staff</p>	<p>Annual reviews of HCPs in place at the start of the academic year, with Assistant Senco and parents Information is shared with relevant staff HCPs are available in the SEND office, in the First Aid Folder in the Y1&Y2 area and in the main office Medical needs training is updated annually or as a need arises</p>	<p>On-going SEND team</p>	<p>Pupils requiring a Health Care Plan are well supported and parents feel that their child is well supported and safe in the school</p>
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Aim Two: To improve and maintain access to the physical environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Current good practice	Target	Strategy	Time Scale, By whom	Success Criteria
<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>To create access plans for individual disabled pupils as part of the SEND Support Plan process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process</p>	<p>On-going Head teacher SEND team</p>	<p>SEND Support plans in place for target pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues</p>
	<p>To highlight a refuge area in the building for disabled people unable to leave the building in an emergency</p>	<p>Ensure that this area is visible and made known to fire marshals All staff to know where the refuge area is During fire drills the fire marshals are seen to check the refuge area</p>	<p>Fire marshals SLT</p>	<p>Position within the school is clearly indicated all staff are aware of what to do to ensure that this area can be accessed during a fire and fire marshals know to check it</p>

	Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	As required Head teacher	All disabled pupils and staff working alongside are safe in the event of a fire
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Aim Three: To Improve the delivery of information to disabled pupils and parents to ensure shared understanding				
Current good practice	Target	Strategy	Outcome/By whom	Success criteria
Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations • Use of parent app/paper copies of information as needed by parent • Telephone calls to parents who are unable to access face to face meetings • Use of buff paper 	Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and complete school forms	On-going Current Head teacher All staff	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
	Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required Head teacher Inclusion team	Pupils and/or parents feel supported and included

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body.

It will be approved by the governing body.

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