

## Bishop Wood Junior School

### Accessibility Plan



### Purpose of the Plan

The purpose of this plan is to show how Bishop Wood Junior School intends, over time, to maintain the accessibility of our school for disabled pupils.

Bishop Wood is committed to providing a fully inclusive environment that enables curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### Ethos and Values

At Bishop Wood Junior School our Christian faith and values form the basis of everything we do. As a Church of England school, our vision can be summed up in four words: Wisdom, Hope, Community and Dignity. We believe that these four words underpin all that we strive to achieve.

## Definition of Disability

A person has a disability 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 carry out normal day-to-day activities.

## Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

## Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This Accessibility Plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery of information for disabled pupils.

## **Increasing Access for disabled pupils to the school curriculum**

The extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

<b>Target</b>	<b>Who/Actions</b>	<b>Timescale</b>	<b>Outcome/Success Criteria</b>	<b>Complete</b>
Learning aids to be produced/purchased.	Senco – to discuss with staff what they feel is needed.	Half termly discussions/When needed	Children are able to access lessons and some barriers are removed.	In line with current pupil needs.  <i>Widgit</i> <i>Learning Village</i> <i>Coloured paper</i> <i>Sensory equipment</i> <i>Sensory room</i> <i>Overlays</i> <i>Headphones</i> <i>Fidget toys</i> <i>Writing slopes</i> <i>Clicker</i> <i>Nessy</i> <i>Spell checkers</i> <i>Camera</i> <i>Google docs voice to text</i> <i>Pencil grips</i>
All children have access to the curriculum, differentiated according to need.	HT SENCO (to carry out class observations and to work with class teachers) SENCO to update training on differentiation	Ongoing Training – summer term 2023	All learners have full and appropriate curriculum access tailored to their needs and abilities. The curriculum is responsive to pupil diversity	Yes, but needs to be monitored regularly.

Support meetings to assess and discuss pupil needs. Joint with parent/carer	Senco and class teacher – extended SEN/PP meetings	Termly	Pupil needs reviewed and addressed.	In line with pupil sen plans
Teachers to receive training for specific needs within the school	SENCO Audit staff to find out personal needs and gaps. Arrange training for individuals/ groups accordingly – plan CPD  SENCO to Liaise with outside agencies.	Audit Spring term 2023	Raised confidence of staff and appropriate provision in place for individual children	Some training already received/planned: ESBA DESC – Solution Focus Woodfield – CAPPS and tray activities  Needed: Dyslexia
To ensure all trips are fully accessible for all pupils.	Teacher in charge of trip to carry out risk assessments.	Ongoing	Equal opportunities for all pupils to participate in offsite activities and trips.	In line with current pupil needs.
Ensure disabled children can take part equally in lunchtime and after school activities	SENCO/ Class teacher to discuss with after school staff, sports club staff and parents, any support that is needed for individual children	When needed	Disabled children feel able to participate equally in ‘out of school’ clubs/activities	In line with current pupil needs
Staff trained to meet individual medical needs where applicable	HT – to monitor training is up to date	Ongoing	Safety of individual pupils	Epi-pen training TAs to administer help with Cystic Fibrosis
To support children in their mental wellbeing and be aware of the	Family Liaison – to work with individuals/groups/staff	When needed	Pupils are fully supported in school. Pupils to feel more able to access the	Ms Hill (family liaison) to work with individuals and groups on issues such as

difficulties faced with children with SEND.	SENCO to liaise with outside agencies HT – mental Health First Aider Class teachers		work when they feel other needs are met.	friendships, anger, self-regulation. Ms Hill to discuss strategies with staff to help them to support the children Desc therapy School Nurse Safe Space Therapy
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### **Increasing Access for disabled pupils to the physical environment**

<b>Target</b>	<b>Who</b>	<b>Timescale</b>	<b>Outcome/Success Criteria</b>	<b>Complete</b>
To be aware of the access needs of disabled children, staff, governors parents, carers and convey to school staff and governors	HT, SLT, SENCO, SM and Governor to carry out audit of accessibility of school buildings and grounds- identifying barriers to access. Budget for any suggestions.	Summer 2023	School is fully accessible to all learners and parents	
To be able to access disabled facilities	HT, SENCO Check Wheelchair access Disabled toilet access Disabled parking	Spring 2023		In line with current pupil needs. Consideration of additional equipment if

				needed by a child in the future
To develop a sensory room where pupils can meet sensory needs and develop calming strategies.	HT, SENCO and SM to look into space needed. Liaise with outside suppliers	Autumn 2022	Children have a safe, calm, sensory room. For staff to report that a child was able to calm, self-regulate and feel ready to go back to an activity.	Yes
For classrooms to be calm environments for children, particularly those with autism who may be light sensitive, or may need a safe place to go.	<b>All Staff</b> to be aware of individual needs and adapt classroom accordingly.  SENCO to give staff 'inclusive classroom checklist'. Walk round classrooms to help with any adjustments.	Spring 2022 – give out checklists. Regular walks to discuss any adjustments	Children with needs feel safe and clam.	
To look at all signage around the school and ensure that it is accessible to all.	SENCO/HT to take a small group of children around school to assess signage and see if suitable for all children. Make adaptations where needed Seek advice for appropriate signage	Initial walk Spring 2023	All children are able to independently access all aspects of the school.	
To make sure emergency and evacuation procedures are accessible	HT and SENCO to review emergency and evacuation procedures in	Spring 2023	Emergency and evacuation procedures include SEND	In place but needs reviewing

	line with being accessible to pupils with SEND. SENCO/HT to make staff aware of any children who need support (e.g. visual alerts) where necessary.			
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### **Increasing Access to information for disabled and young people**

<b>Target</b>	<b>Who</b>	<b>Timescale</b>	<b>Outcome/Success Criteria</b>	<b>Complete</b>
To share more information re SEND with parents/carers	SENCO/HT to develop SEND page on the website. Use the page to share policies, information and useful websites. Share SEND training Share good news and photos of achievements.  Information shared via email	Autumn 2022 ongoing	Parents/carers have a place to go to find information.	Information added, but development needed
To understand the needs of the pupils and make	SENCO	Ongoing when needed	Pupils have access to curriculum information	In line with current pupil needs.

sure information is available in relevant formats where needed e.g. Large print, Braille, Pictorial representation			and all other school information in a format that meets their needs	School have purchased Widgit – helps with task plans, social stories and worksheets.
To keep parents of SEND pupils informed	SENCO HT Family Liaison worker  To organise 'Coffee Mornings' to discuss needs, listen to suggestions and build support network.	Termly	Parents feel supported and know where to go for information or to be signposted to other agencies/facilities	Yes, but still developing.

Review and Evaluation: It is a requirement that the Accessibility Plan is reviewed and revised as necessary and reported on annually.



