



THE FEDERATION OF BISHOPSWOOD INFANT SCHOOL AND
BISHOPSWOOD JUNIOR SCHOOL

Accessibility Plan and Policy

APPROVED AND ADOPTED

Date: September 2025

School Accessibility Policy and Plan

Aims of the Accessibility Plan

This plan outlines how Bishopswood Schools Federation aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The governing body also recognises its responsibility towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupil's parents.
- The Executive head teacher/Head of School and other relevant members of staff.
- Governors.
- External Parties.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The School's Context

Bishopswood Schools Federation is a mainstream school for pupils aged 4-11 years old. The school comprises of one school building on a single level. There is disability access to the school reception from the front and to each year group area. Once inside the building there is disability access to all rooms.

There is disability access to the playground from all classrooms

There is a disability accessible toilet in the main corridor.

The school has internal emergency signage and escape routes are clearly marked. All classrooms have external doors and lead to accessible routes to the playground.

The Accessibility Audit

1. The governing body will undertake a regular Accessibility Audit.
2. The audit will cover the following three areas:
 - a. **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - b. **Assess to physical environment** – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - c. **Access to information** – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
3. When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - a. **Ambulatory disability** – this includes pupils who use a wheelchair or mobility aid.
 - b. **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
 - c. **Visual disabilities** – this includes those with visual impairments and sensitivities.
 - d. **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
 - e. **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.
4. The findings from the audit will be used to identify short, medium and long term actions to address specific gaps and improve access.
5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and preferences of the parents.
6. The actions that will be undertaken are detailed in the following sections of this document.

Improving Participation in to Curriculum – Action Plan

Priority	Who	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/SENCO	Termly meetings with parents/carers. Termly consultations ISP/Annual review meetings with SENCO.	Time allocated	In place and ongoing	Parents/carers fully informed about progress and engage with their child’s learning.
Training for staff on increasing access to curriculum for all pupils.	SLT/SENCO	Epipen training Diabetes training. Asthma training Intimate care policy and plans. Training from SALT, PBS, OT. Access to courses and CPD. Ongoing guidance from specialists e.g. physiotherapists.	Training time	In place and ongoing. Regular visits from external professionals.	Increased access to the curriculum. Needs of all learners met. Maintain records of staff training.

<p>Effective use of resources and specialised equipment to increase access to the curriculum for all pupils.</p>	<p>SENCO/SLT</p>	<p>Strategic deployment of support staff/interventions. Use of ICT. Purchase of resources as required e.g., coloured exercise books, wobble</p>	<p>Specific apps to support learning on Ipads/laptops. Other resources as required for individuals.</p>	<p>In place and ongoing.</p>	<p>Positive impact on pupil progress. Barriers to learning are removed by use of apps.</p>
		<p>cushions, spinning chairs, peanut balls, sensory toys etc. Ensure specialist equipment such as hearing aids are checked daily and spare batteries are on site. Sensory playground</p>			

Adaptions to the curriculum to meet the needs of individual learners.	SENCO/SLT	Pastoral support, timetable adaptations. Individual physiotherapy/OT programmes. S+L programmes. Use of access arrangements for assessment/national tests.	Special programmes as arranged.	In place and ongoing.	Needs of all learners met enabling positive outcomes.
Improved educational experiences for hearing impaired pupils.	SENCO	Consultations with hearing impairment team. Specialist equipment as recommended such as hearing aids.	Installation of specialist equipment if recommended.	In place when required – regular visits from sensory support team.	Staff know how to maintain and operate hearing aids and learning experiences of pupils enhanced.
Improved educational experiences for	SENCO	Consult sensory team as required. Use of magnifiers/enlarged	Cost of equipment.	In place when required – regular visits from sensory support team.	Teaching aids such as white boards etc, more easily seen and
visually impaired pupils.		reading material etc as identified on individual needs.			learning experiences of pupils enhanced.

All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	SLT/SENCO	Risk assessments undertaken where appropriate. Providers comply with all legal requirements.	Any specialist equipment needed to allow a child access to a club.	Ongoing	Increased access to the extra-curriculum activities for all pupils with SEND.
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Improving Physical Environment

Priority	Who	Strategy/Action	Resources	Timescale	Success Criteria
Provision of wheelchair accessible toilets.	SC	Maintain wheelchair accessible toilets with clinical waste bin.	Maintenance costs.	In place and ongoing.	School fully accessible for wheelchairs.
Access into and around school and reception to be fully compliant.	SC/ME	Designated disabled parking bay (x1). Wide corridors. Clear route through school.	Maintenance costs.	In place and ongoing.	School fully accessible for wheelchairs.
Improvements to help the visually impaired.	ME	Maintenance of steps, doors etc identification of hazards highlighted with yellow paint. Trip hazards identified and addressed, with support from sensory team if required.	Labour and materials cost.	In place and ongoing.	Hazards highlighted to increase safety for visually impaired users. All areas monitored.
Maintain safe accesses around exterior of school.	ME	Awareness of flooring, furniture and layout in planning for disabled pupils.	Cost of adjustments.	In place and ongoing.	People with disabilities can move freely around the school Safely.

Improving Delivery of Written Information

Priority	Who	Strategy/Action	Resources	Timescale	Success Criteria
Availability of written material in different formats.	Office/SLT/SENCO	Newsletters emailed to parents/carers. Print outs available as an alternative. Key content on school website. Opportunity for phone consultations/in person for those that cannot understand.	Cost of adaption.	In place and ongoing.	All parent/carer will be up to date and well informed of school information.
Ensure documents are assessable for pupils with visual impairment.	SENCO	Seek and act on advice from sensory support on individual requirements. Use of magnifier as required, use large print/clear fonts.	Purchase of equipment as needed.	In place and ongoing.	Pupils able to access all school documents.

