



Bishop Lonsdale Church of England Primary School & Nursery

Accessibility Plan

Reviewed October 2024

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____	Head of School	Date: _____
_____	Chair of governors	Date: _____

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Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing body of Bishop Lonsdale Church of England Primary School and Nursery to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

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

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

At Bishop Lonsdale Church of England Primary School and Nursery we aim to make all lessons and areas of our school accessible and welcoming to all stakeholders.

Our school is all on one level and all doors are wide enough for wheelchairs (813mm or 32 inches). All pathways are well maintained and accessible by all. In the winter the main pathways are salted when it snows, so the entrances to the school can still be accessed. As the pathways move closer to the car park area near the roundabout there is a change of texture for the visually impaired stakeholders.

The main entrance of the school, reception area and the entrance to the Early Years is accessible by wheelchair users. The two entrances are clearly signposted and covered areas. The main entrance is well lit, on one level and the window through to the office and the parent information sheets holder are accessible by all stakeholders.

All doors are clearly marked in school using a clear colour contrast. A variety of lighting is used around the school. The corridor is very calm and background noise is generally low around school.

We have one disabled toilet in school that has a handrail and a sink that is at wheelchair level. There are handrails to help assist and there is also room in the disabled toilet for a hoist and a changing bench if needed (reasonable adjustment). In the Early Years none of the toilets are wide enough for a child in a wheelchair and there is no changing area where a child could lie down and be changed. However, reasonable adjustments could be made. Two of the cubicles could be joined together to make the space wide enough for a wheelchair.

The school has a sensory area that is accessible by all stakeholders and provisions are made for children who find outside at break times challenging.

The school has not got a loop system. However, this could be installed if needed as a reasonable adjustment.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- GDPR Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Head of School will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Head of School and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school and advising the Head of School in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.

- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil because of their disability.

3. The Accessibility Audit

The governing board will review the Accessibility Plan annually. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account, pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils and families with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Can pupils with SEND access all lessons?	Detailed provision mapping – update each term Monitor the use of adjustments made in lessons – these will be highlighted on target review sheets Carry out a learning walk to look at the SEND provisions – Spring 2023	Head of School / SENCO	Spring 2023	Pupils with SEND will access all lessons	October 2023
	Do staff members have the skills to support pupils with SEND?	Use the information from the staff skills audit that was completed last year to decide on where training is needed this year	Head of school / External advisors/ SENCO	Autumn 2022	Staff members have the skills to support children with SEND	October 2023
Medium term	Labels and text on displays in schools are not always supported by visual aids	Monitor the use of the symbols used throughout school – using communicate and print/ twinkl	Head of School/ Governor/ SENCO	Autumn 2022	Generic symbols will be used throughout school	October 2023
	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process - Evisits	Teachers, SENCO	Spring 2023	Planning of school trips takes into account pupils with SEND	Summer 2023
Long term	Do staff know how to lift children safely?	Staff to complete a manual handling course	Head of School	Prior to a child starting our school who requires this level of support	Adults will be able to support the child safely	After the child has started

Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term						
Long term-reasonable adjustment plan when needed	The external door to the entrance cannot be opened manually by a wheelchair user	Make the door accessible by all stakeholders	Head of School	Prior to a stakeholder joining our school community	The external door will be accessible by all stakeholders- bell to ask for assistance	After the stakeholder has joined our school community
	To add a pull cord to the toilet outside the first aid room	To add a pull emergency cord to the toilet so people can get help if needed	Head of School – ask a company	Prior to a stakeholder starting our school who will require one	The toilet will be accessible by all	After the stakeholder has started the school
	Is the learning environment of pupils with visual impairment accessible?	Incorporation of appropriate colour schemes	Head of School / SENCO	Prior to a child with visual impairments starting our school	Learning environment is accessible to pupils with visual impairments	After the child has started
	Does the school environment support children who have a hearing impairment?	Install a loop system and visual fire alarm system	Head of School /	Prior to a child with a hearing impairment starting our school	The physical environment will support a child with a hearing impairment	After the child has started

Planning Duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Monitor SEND information delivery procedures Parent questionnaire- When contacting parents a triad of communication is used – Letters sent, text messages and face to face	SENCO / Teachers/ Office Staff	Spring 2023	School is aware of accessibility gaps to its information delivery procedures	Summer 2023
Medium term						
Long term-reasonable adjustment plan when needed	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats	SENCO	An adult requests alternative formats	Written information is fully accessible to children with visual impairments	After an adult has requested the alternative formats