



Bishopswood School

SCHOOL ACCESSIBILITY PLAN

JUNE 2018

Signed:
Chair of governing body

Signed:
Janet Kellett, Headteacher

Bishopswood is a unique co-located school that creates a safe, stimulating and fun environment. This is achieved through the commitment, care and expertise of our aspirational staff working in partnership with families, governors and the local community. Our school has an inclusive, therapeutic and creative approach to learning that enables individuals to develop their resilience and character ensuring all pupils achieve their full potential.

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“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 Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the New Curriculum framework 2014 and 2016 alongside our therapeutic approaches that underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The Curriculum Committee together with the Headteacher are part of the planning process and these issues are reviewed on a regular basis at each committee meeting.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The Health and Safety and Premises Committee together with the Headteacher are part of the planning process and these issues are reviewed on a regular basis at each committee meeting.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

d) Financial planning and control

The Headteacher with members of the Senior Management Team, together with the Finance and Staffing Committee will review the financial implications of the School Accessibility Action Plan as part of the normal budget review process. The objective is that over time School Accessibility Action Plan will be integrated into the School Development Plan.

School Accessibility Action Plan

See attached (Appendix 1 and 2)

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Staff training and development plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Governor training plan

Appendix 1

School Accessibility Action Plan

Date of Plan : June 2018

Date of Review : June 2020

Member of staff responsible: Headteacher

Governors & Committees responsible: Chair of Governors, with the Vice Chair of Governors, the Senior Management Team, and the Chair's of: H&S/Premises Committee, Curriculum Committee, and Finance and Staffing Committee

This plan was drawn up by the Headteacher and Chair of H&S/Premises Committee, June 2018 and reviewed in June 2020.

The following were consulted on the plan:

- Governors date:
- Teaching Staff date:
- Support Staff date:

The plan was approved by the governing body on: 25th June 2018

Bishopswood School Accessibility Action Plan 2018 – 2020

Timescale	Objectives	What	How	When	Cost	outcome	Date achieved
Short term	Enhance school security at the primary site	To construct a lobby for visitors before they enter the school area.	Construct a second set of doors in the entrance area of the school with a secure window to the main office area.	August 2018	£2,000	Safer environment for both pupils and adults.	
Short term	To increase outside learning opportunities for pupils on primary and secondary sites	To install a rigid canopy to Orion classroom. To erect an outdoor learning classroom within the sensory garden at Chiltern Edge that is inclusive and wheelchair friendly.	select contractors from choice of 3 to design and install rigid canopy using funds from capital fund and BSA donation. Select style of wooden outdoor classroom and area to be sited using funds from BSA	August 2018 April 2019	£10,000 £2,000	Pupils will have greater opportunities to engage in outdoor learning experiences. All pupils will be able to access the indoor /outdoor classroom	
Medium term	Create a secure school site with the cooperation of our collocated primary school	To install a key pad system on the Lea Road entrance with intercom and possibly webcam to enable the school grounds to be secure at all times.	Site managers will explore a selection of key pad systems with a recommendation presented to governors of both schools.	January 2019	To be obtained	Safer school and outside learning environment for pupils and adults	
Medium term	All primary pupils will have access to an improved multi sensory garden	The sensory garden will be re designed to incorporate a multi sensory play area that includes a musical, climbing, sand and water areas.	School staff will select a design for the sensory garden that will create a multi-sensory and calming environment for our pupils	April 2019	£30,000	All pupils will have a wider selection of sensory and play experiences within the sensory garden.	
Long term	Pupils on nursery, primary and secondary sites will be able to access learning using new technology.	Installation of clever touch whiteboards & iPads. A blue tooth sound system Installation of eye gaze	School will install technology over a period of 2 years.	April 2020	£20,000	Pupils of all abilities will have access to class learning through the use of the interactive whiteboard, ipads and eye gaze	
Long term							

