



Bishopswood School Accessibility Plan 2026 - 2028

March 2026

Frequency of review	Every 2 years
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Approved by	LGB
Reviewed	March 2026
Date of next review	March 2028

Bishopswood School Accessibility Plan 2026 - 2028

Introduction

At Bishopswood School, we provide every pupil with the opportunity to achieve their highest potential. As a special school supporting pupils with severe learning difficulties and complex needs, we continually seek to ensure that our provision enables all pupils to access learning, develop independence and participate fully in school life.

Our commitment to accessibility is rooted in our values of respect, inclusivity, innovation and progress.

The school operates across two sites. While the primary provision is delivered in an environment designed to support the needs of pupils with complex learning needs, the secondary provision is currently located in accommodation that was not originally designed as a specialist SEND environment. The school recognises that aspects of the physical environment can present challenges in fully meeting the needs of secondary-aged pupils.

The school will continue to work with the Trust and Local Authority to review the suitability of the site and identify improvements that will support accessibility, independence and wellbeing for all pupils.

This Accessibility Plan should be read in conjunction with the school's Equality Information and Objectives Policy, the SEND Policy and the School Improvement Plan.

The plan supports the school's equality objectives by identifying and addressing barriers that may prevent pupils from accessing learning, the school environment and information.

Current priorities identified through school data and equality analysis include:

- improving access to literacy learning for pupils with significant communication or reading needs
- strengthening support for pupils with social, emotional and mental health needs to support engagement in learning
- developing the school's Total Communication approach, including the use of assistive technology and augmentative communication systems
- ensuring the curriculum reflects and celebrates the diversity of the school community

Actions within this Accessibility Plan contribute to achieving these objectives by improving access to the curriculum, the physical environment and communication systems for all pupils.

Access to the Curriculum

We believe in offering a broad and balanced curriculum that is relevant to our pupils' needs. Regardless of ethnicity, attainment, disability, gender or background, we value and promote the individuality of each pupil.

As an inclusive school, we actively work to remove barriers to learning and participation, ensuring that all pupils have equal opportunities to engage in learning.

Equipment, resources and teaching approaches are adapted to support access to the curriculum. This includes the use of assistive technology, specialist communication strategies and personalised teaching approaches.

The physical learning environment plays an important role in supporting pupils with complex learning needs. The school continues to review classroom environments and learning spaces across both sites to ensure that they support communication, independence, emotional regulation and effective learning.

Where aspects of the current secondary site limit opportunities to provide optimal learning spaces, the school works with the Trust and Local Authority to identify improvements and longer-term solutions.

Development and review

The school works closely with external professionals and multi-agency partners to ensure pupils receive appropriate support.

This includes collaboration with:

- Speech and Language Therapy services
- Educational Psychology services
- Occupational Therapy
- Health professionals
- Local Authority SEND services
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The Accessibility Plan is reviewed regularly by the Senior Leadership Team to ensure it continues to meet the needs of pupils and supports improvements in:

- access to the curriculum
- access to the physical environment
- access to information and communication

The leadership team reviews the Accessibility Plan regularly to ensure it reflects the evolving needs of pupils and continues to improve access to:

- the curriculum

- the physical environment
- information and communication

Where barriers are identified within the physical environment, the school will work collaboratively with the Trust and Local Authority to explore improvements that support accessibility and inclusion.

Curriculum Intentions

The Bishopswood curriculum foundation is the basis upon which we develop, deliver and review our provision. Our six core principles underpin and define our curriculum offer.

1. All pupils will develop as confident communicators and lead their lives as independently as possible.
2. All pupils will develop the confidence and resilience to take safe risks in accessing new educational experiences.
3. All pupils will develop strategies and skills to identify, express and regulate their feelings and emotions.
4. All pupils will experience an aspirational, progressive curriculum, rich in the functional use of technology, which prepares them for their community and the wider world.
5. All pupils will have opportunities to consolidate and transfer learning to build upon prior knowledge and prepare for the next stage of learning.
6. All pupils will be confident and prepared to access their community and participate in the wider world.

Links to Equality objectives:

The curriculum plays a key role in ensuring equality of opportunity and removing barriers to learning.

The school's equality objectives focus on:

- improving access to literacy learning
- strengthening support for pupils with social, emotional and mental health needs
- developing communication through a Total Communication approach
- increasing opportunities for cultural awareness and community engagement

These priorities are reflected within curriculum planning, teaching approaches and targeted interventions across the school.

Curriculum delivery is therefore designed to:

- support communication through a Total Communication environment, including symbols, signing and assistive technologies
- provide structured support for pupils with social, emotional and mental health needs to develop emotional regulation and readiness for learning
- ensure literacy development is embedded across the curriculum and adapted to

- meet individual learning needs
- promote understanding of diversity, culture and community through enrichment opportunities and wider curriculum experiences

Through these approaches the curriculum supports equitable access to learning and enables pupils to achieve personalised outcomes.

Information from Pupil Data

Bishopswood School serves pupils with a wide range of learning needs, including severe learning difficulties, profound and multiple learning disabilities, autism and sensory processing needs.

Information about pupils is gathered through collaboration with previous settings, early years providers and families prior to admission. This information supports effective transition planning and ensures that appropriate support and provision are in place when pupils join the school.

Assessment and progress data are reviewed regularly to identify trends in progress and attainment across the school. Analysis of recent assessment reports indicates that pupils from different ethnic backgrounds demonstrate broadly comparable progress across English and mathematics. Variations in attainment are more closely associated with individual learning needs, communication needs and levels of support required.

This information informs curriculum planning, targeted interventions and the development of the school's equality objectives to ensure all pupils can access learning and achieve their potential.

Governance Responsibilities

The Governing Body is committed to ensuring equality of opportunity for pupils, staff and the wider school community.

Governors will:

- monitor the implementation of the Accessibility Plan
- review progress against the school's equality objectives
- ensure that accessibility considerations are reflected in strategic planning
- support the school in identifying improvements to the physical environment where required
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The governing body also monitors recruitment procedures to ensure fairness and equality of opportunity for staff, including reasonable adjustments for employees with disabilities.

Definition of Disability

Under the **Equality Act 2010**, a person is considered disabled if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal day-to-day activities.

The school recognises that many pupils may experience barriers to learning linked to disability and additional needs. The Accessibility Plan outlines the actions the school will take to reduce these barriers and improve access to education.

This includes working with external agencies and specialist professionals to ensure pupils receive appropriate support and adjustments.

SEN / Accessibility Action Plan 2026 - 2028

	Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring
SITE						
1.	Ensure both school sites are fully accessible to pupils’ diverse needs, facilitating independence, safety, and integration.	Continued review of the suitability of sites.	SLT Governors Trust LA	Ongoing from previous policy plan	The school community are confident that the school’s sites support and facilitate positive pupil growth and development.	Site reviews Risk assessments Satisfaction surveys Behaviour logs Health and safety records Safeguarding records
2.	Ensure all toilets and hygiene rooms are fully accessible, appropriate, and meet the needs of the pupils.	Hygiene rooms need renovation.	Trust LA	December 2026 – ongoing from previous policy plan	The hygiene rooms are in good order, and they promote independence and good hygiene habits.	Site reviews Staff surveys Site risk assessments around opportunities to develop independence
CURRICULUM						
3.	Communication opportunities are maximised, innovative, and progressive, e.g., the introduction of iPads for communication purposes and Eye Gaze.	SALT and SLT collaborative planning.	SALT SLT Teachers’ Support staff	12 months	Total communication is promoted throughout the school day, with evidence of the progressive use of technology to enhance and promote communication.	SALT and SLT observations Teacher feedback Pupils use iPad to communicate.

		Review options to re-introduce					
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		Eye Gaze in school.				
4.	Pupils fully benefit and make accelerated progress through an ambitious curriculum, including RSE and Personal Development.	CPD for teachers, support staff, and parents.	Whole school community	Ongoing	<p>Pupils make accelerated progress in personal and curriculum targets, including communication and independence.</p> <p>Parents and carers report awareness of pupil targets and identify progress within these identified areas. (Related to March parent survey 2023)</p>	Assessment reviews Pupil Progress meeting Annual Reviews
5.	The curriculum reflects the diverse school population, including disability and race/ethnicity.	Curriculum review ensures broad coverage of festivals and celebrations, as well as topic coverage celebrating different cultures.	SLT Teachers/ support staff Pupils Parents Wider community	July 2027	The curriculum reflects and celebrates the wider school community and varied cultures, including promoting British Values.	Subject deep dives Curriculum reviews Scrutinises

PARENTS AND CARERS						
6	Parents and Carers are supported with the progression, knowledge and skills required to become a digital school	Information sent home via hard copies Information (paper and	Parents School staff	Immediately	Parents and carers are confident and competent with the skills required to navigate digital tasks and communicate, e.g., online. forms, surveys, accessing	Parent surveys Engagement % in use of Arbor and Evidence for Learning. Online engagement in booking parents evening

		<p>visual/video translated into the home languages of our community)</p> <p>Virtual workshops/ Parent coffee mornings and pre-recorded content</p> <p>Ongoing accessibility surveys</p>		<p>Arbor and Evidence for Learning.</p> <p>Parents are confident to communicate via Evidence for Learning and upload and comment on their child's photographs and videos.</p>	<p>slots and completing parent surveys.</p>
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7	<p>The website reflects a successful school, with recent Ofsted achievements, clearly communicating information including ambition and high aspirations for the whole school community.</p>	<p>Update the website with recent Ofsted information, photographs, policies, and statutory information.</p>	<p>Headteacher Trust</p>	<p>By July 2026</p>	<p>The school website communicates high aspirations and an excellent learning environment.</p> <p>The wider community can easily access the website, navigating to locate specific information.</p> <p>The website reflects the community it serves, using symbols and various languages to promote full inclusivity and foster a sense of belonging for all.</p>	<p>Parent surveys Audits</p>
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