



# **Bishopswood School Accessibility Plan**

**2024 – 2026**

**March 2024**

<b>Frequency of review</b>	<b>Every 2 years</b>
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<b>Approved by</b>	
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## **Bishopswood School Accessibility Plan 2024 - 2026**

At Bishopswood School, we are dedicated to providing every student the opportunity to achieve their highest potential. As a special school catering to pupils with severe learning difficulties, we continually strive to meet our students' diverse needs and deliver the highest quality education in a stimulating environment.

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

### **Access to the Curriculum**

We believe in offering a broad and balanced curriculum that is relevant to our students' needs; regardless of ethnicity, attainment, age, disability, gender, or background, we value and promote the individuality of each student.

As an inclusive school, we actively work to remove barriers to learning and participation, ensuring that every student has equal opportunities to thrive.

Equipment and activities are adapted to ensure all students can access the curriculum effectively.

### **Curriculum Intentions**

The Bishopswood curriculum foundation is the basis upon which we develop, deliver, and progress in all we do at Bishopswood School. 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, the wider society, and the

world around them.

5.

All pupils will be provided opportunities to consolidate and transfer their learning to build upon previous learning and be ready for the next stage.

6.

All pupils will be confident and prepared to access the community and take their place in the wider world.

### **Information from Pupil Data**

Our student body encompasses a wide range of backgrounds, needs, and abilities, including profound and multiple learning disabilities, severe learning difficulties, Autism, sensory processing issues, and more. We gather information from pre-schools, nurseries, previous settings, and parents to prepare for pupils' arrival, including planning comprehensive admissions and transition plans. Through this process, we learn about the pupils and their needs and ensure we collaborate with parents to ensure all specific needs are planned for and met.

### **Development and Review**

We seek advice on supporting students with disabilities and collaborate closely with multi-professionals to provide necessary support and foster their full inclusion in school life. The leadership team annually reviews our accessibility plan to ensure its effectiveness and alignment with our commitment to improving accessibility standards.

### **Governance Responsibilities**

The governing body is committed to equal opportunities for employees with disabilities and undertakes to monitor recruitment procedures to ensure fairness. We provide support and reasonable adjustments to enable staff with disabilities to carry out their work effectively.

### **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 daily activities. Our action plan ensures collaboration with external agencies to provide specialist advice and support.

## SEN / Accessibility Action Plan 2024 - 2026

	Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring
<b>SITE</b>						
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	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 renovating.	Trust LA	12 months – April 2025	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
<b>CURRICULUM</b>						
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.  CPD for teachers and support staff. Trial use of iPad in select classes.  Review options to re-introduce	SALT SLT Teachers Support staff	6-8 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 Pupil use of iPad to communicate.

		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	Pupils make accelerated progress in personal and curriculum targets, including communication and independence.  Parents and carers report awareness of pupil targets and identify progress within these identified areas. (Related to March parent survey 2023)	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	April 2025 – July 2026	The curriculum reflects and celebrates the wider school community and varied cultures, including promoting British Values.	Subject deep dives Curriculum reviews Scrutinises
<b>PARENTS AND CARERS</b>						
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>
7	<p>The website reflects a good/outstanding school, clearly communicating information and high aspirations for the whole school community.</p>	<p>Update the website with recent photographs, policies, and statutory information.</p> <p>Review the website and include more information on curriculum, enrichment, values, and mission statement.</p>	<p>Headteacher Trust</p>	<p>By July 2024</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>

