



Bishopstone CE Primary School

Accessibility Plan 2026 – 2028

At Bishopstone CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school community is important and included – children, parents/carers, staff and visitors. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. At Bishopstone CE Primary School we aim to be a safe school, committed to improving children's confidence and self-esteem. We believe that safe and happy children achieve.

Purpose of Plan

This Accessibility Plan is designed to ensure that Bishopstone CE Primary School complies with equality and disability legislation and best practice. The school is committed to providing an environment, which respects and values all children, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the public sector equality duty set out in the Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>).

This Plan is made available on the school's website. Other formats may be available upon request. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objectives

Bishopstone CE Primary School is committed to providing an environment that enables full curriculum access for all pupils and values all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school recognises and values parent's/carer's knowledge of their child's disability through Individual Support Plans, Early Help Records, Education Health and Care Plan meetings and its effect on their ability to carry out everyday activities. We respect the parent's and child's right to confidentiality.

The Bishopstone CE Primary School Accessibility Plan shows how access is to be effectively managed and – if appropriate - improved for children with disabilities, parents, staff and visitors to the school with disabilities within a given period and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairment. This includes expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers.
- ; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; include hand-outs, timetables, textbooks and information about the school and school events; the information may be available in various preferred formats within a reasonable timeframe.

Whole school training recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- School Development Plan
- Special Educational Needs and Disability Policy
- Health & Safety Policy
- Child Protection and Safeguarding Policy
- Staff Code of Conduct

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. The governing board is responsible for checking the Audit has been completed. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

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

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

Approved by:

Date: September 2026

Next review date: September 2027

Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Curriculum (C)	Environment (E)	Information (I)
Current good practice <i>Include established practice</i>	Current good practice <i>Include established practice</i>	Current good practice <i>Include established practice</i>
• A broad and balanced curriculum is offered to all pupils, regardless of need, disability or background. • Lessons are planned and adapted to meet the needs of individual learners, enabling all pupils to access learning at an appropriate level and make good progress. • Teachers use a range of teaching strategies, including visual, auditory and practical approaches, to support different learning styles and needs. • Learning objectives and success criteria are clearly communicated and supported through modelling, visual prompts and scaffolding where appropriate. • Specialist resources are used as required. These may include laptops, tablets, writing slopes, pencil grips, footrests, wobble cushions, enlarged text, coloured overlays and other assistive equipment. • Assistive technology is used to support learning where appropriate, including speech-to-text, word processing and accessibility features available on school devices. • Additional adult support is deployed effectively to enable pupils with SEND to access learning and participate alongside their peers. • Specialist intervention programmes are in place for children with identified additional needs and are regularly reviewed to ensure effectiveness. • Reasonable adjustments are made to teaching, resources and assessment arrangements to meet individual needs. • Educational visits, residential experiences, visitors and enrichment activities are carefully planned to ensure	• The SENDCo liaises regularly with external professionals to identify and implement appropriate adjustments for individual pupils. • Staff receive relevant training to support pupils with additional needs, including: • Cognition and learning needs • Speech, Language and Communication Needs (SLCN) • Autism • Physical and sensory needs, where required • A doorbell has been installed at an accessible height at the main entrance to enable visitors to request assistance. • Most teaching and learning areas are located on the ground floor. • Accessibility needs are considered when planning support for pupils, staff and visitors. • Individual risk assessments and reasonable adjustments are implemented where necessary to enable access to education and school activities. Areas for ongoing development • The ELSA room, staff room, Headteacher's office and staff toilet are located on the first floor and are accessible only by stairs. • There are steps leading down into the KS2 classroom area from the main entrance. • Access to one classroom includes a small threshold lip that may present a barrier for some users. • The school will continue to review the accessibility	• Our SENDCO works closely with teachers, teaching assistants and parents through face-to-face meetings, telephone conversations and email communication to ensure that information is shared effectively and individual needs are understood. • Children with dyslexic tendencies or visual processing difficulties may have work printed on suitable coloured paper (for example buff, green or purple) to improve readability and reduce visual stress. • All classrooms have visual timetables to support understanding of routines and expectations and to provide clear information for pupils and staff. • Teachers use a range of visual supports, including symbols, photographs, pictorial prompts and word banks, to enhance understanding. • Classroom displays are designed to be clear, uncluttered and supportive of learning. • Staff use appropriate font styles, font sizes and visual layouts to improve the accessibility of written materials. • Key information is explained verbally as well as provided in written form where appropriate. • The school works collaboratively with external agencies, including educational psychologists, speech and language therapists and specialist advisory teachers. • Parents and carers can request support with

accessibility for all pupils. Risk assessments are completed and reasonable adjustments made where required. • Parents and carers may be invited to accompany specific pupils on educational visits where this supports participation and inclusion. • The school works in partnership with external agencies and specialist services to support pupils with additional needs and ensure full access to the curriculum. • Staff receive training and guidance to support the inclusion of pupils with a range of needs, including SEND, medical conditions and disabilities, as appropriate. • Assessment procedures identify barriers to learning promptly and inform appropriate support and intervention. • Extra-curricular activities, clubs and wider opportunities are available to all pupils, with reasonable adjustments made to maximise participation. • The curriculum promotes positive attitudes towards diversity, equality and inclusion and encourages respect for individual differences. • There are termly SEND updates in staff and support staff meetings to keep all staff informed of good practice • Staff training meets individual medical needs of children where applicable • School nurse • Care Plans • Risk Assessments (e.g. Diabetes) • Allergies	of its environment and seek advice from specialist services where improvements are required.	understanding school information and documentation. • School policies and key information are made available through the school website, and paper copies are provided free of charge upon request. • Assistive technology and appropriate software are used where needed to support access to learning and information. • Reasonable adjustments are made to communication methods to meet the needs of pupils, parents, carers and visitors with disabilities.
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Aim	Objectives <i>State short, medium and long-term objectives</i>	Code C, E, I	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
For the school environment to be accessible for both pupils and adults	To decide if a ramp is required to access the main classroom	E	1. To obtain information whether the ramps do need to be installed – external checks	RS	When necessary	Ramps designed by external companies.
		E	2. To check The Buildings Condition Survey 3. Monitor pupils who access the classroom to see if there is an increase in trips/falls.	RS	January 2027	Governing body receives audit findings and agrees any necessary actions
	To ensure thresholds to classrooms are accessible (and smooth)	E	Ascertain if lip on the threshold to the building prohibits access	RS	December 2026	Accessibility barriers identified and addressed through premises planning
	To ensure all adults and children can navigate the school safely.	E	Ensure all step nosings are clearly marked and maintained in good condition.	RS	Annually July 2027	Nosings are painted / clearly marked.
	To allow safe access to cloakrooms and toilets	E	To ensure all cloakrooms are tidy. Staff and pupils to check that cloakrooms are as hazard free as possible.	All Staff		Children and staff to access the cloakrooms and toilets without any hindrance such as coats on the floor.
	To ensure entrances for each classroom are accessible	E	To ensure staff keep the entrances to classrooms clear of furniture so that anyone with a disability can navigate the entrance and room safely.	All Staff		Classroom entrances are free of clutter and furniture.
To ensure there is a tactile plan or diagram of the building; large print versions of information about the buildings; and there is 'braille' information available for people with visual disabilities.	Medium Term: Should a pupil, parent, visitor or member of staff require information in Braille, tactile or alternative formats, the school will work with specialist	E	To create a tactile plan of the school buildings. To produce large print versions of building information To create 'braille' information for people with visual disabilities.	RS	When necessary	Tactile/braille documents and plan will be available for people with visual disabilities.

	services to provide this within a reasonable timescale.					
To ensure that there are tactile signs and information for those with impaired vision	Medium Term: If in the future, a member of staff/pupil has impaired we would make reasonable adjustments.	E	To change internal signs to tactile ones.	RS	When necessary	Internal signs around the school buildings will be changed to tactile ones
To ensure that staff accommodation is suitable for use by people with disabilities including wheelchair users e.g. slip-resistant floor, reduced level kitchen units and sink and lever-action taps.	Long Term: If in the future, a member of staff requires staff accommodation we will make reasonable adjustments to ensure accessibility	E	To alter the staff accommodation e.g. staffroom so it is suitable for use by people with disabilities including wheelchair users	RS	When necessary	Staff accommodation will be made suitable for use by people with disabilities including wheelchair users.
Ensure all pupils, staff and visitors with identified accessibility needs can be safely evacuated.	Review of PEEPs	E	Review PEEPs annually and following any significant change in need.	RS	Annually	Appropriate PEEPs are in place and shared with relevant staff.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the governing body.

Approved Date: September 2026