

Classification:

Public

Accessibility Plan



**Bishop
Perowne**
Church of England College
Endeavour Forever

Document Management

A. Identification

Attribute	Description
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B. Document contributors



Name	Position	Author	Reviewer	Approver
Peter Albertini	Business Manager	✓		
	Link Governor		✓	
PDWB Committee	All Members		✓	
Judith Pettersen	Chair of Governors			✓
Mark Pollard	Head teacher			✓

This plan is to be read in conjunction with the SEN-02 Accessibility Policy. Bishop Perowne Church of England College has already made and will continue to make to enable and improve equal access to our provision and site. These are listed in the tables below.

For anyone with specific needs, the school will review this existing plan to endeavour to make whatever reasonable adjustments are possible within an agreed timeframe, and within the constraints of our existing, complex physical site.

C. Approval

This document is a controlled document authorized for release once all signatures have been obtained or has been approved for release at either a Full Governing Board meeting or relevant sub-committee meeting. Approval of this document constitutes approval of the content as described herein.

Name	Position	Date	Signature
Judith Pettersen	Chair of Governors	07 April 2017	
Mark Pollard	Head teacher	07 April 2017	

D. Document revision

Date	Revision	Modification	Modified by
24/01/2017	0.1	Creation of initial version for review using new template	Iain Williams
07 /04/2017	1.0	Version published, document management control updated	Peter Albertini

Improving Physical Access

Timeframe	Targets	Strategies	Timescale following an identified need	Lead	Success Criteria
Ongoing	Provision for pupils with walking difficulties	Use of ground floor classrooms for classes who have pupils with walking difficulties/ disabilities for easy access	Immediately as necessary	SENCO	Pupils with walking difficulties have the opportunity to access the classrooms and other facilities
Ongoing	All staff to make classrooms accessible	Develop system to allow entry for wheelchair users Ensure all classrooms are organised in accordance with pupil need. Training in disability awareness	Immediately as necessary	SENCO	Reasonable adjustments are made and updated as required to improve access and safety
Short term					
Ongoing	Improve signage and external access for visually impaired	Replace external light bulbs immediately when blown Review and place contrasting stripes on edges of all steps	Immediately as necessary	Site team	Safety for the visually impaired is improved within the school environment Access around the school site is improved
Medium Term			As necessary	Site team	
Ongoing	Ensure that disabled pupils can be safely evacuated	Have personal emergency evacuation plans for identified pupils as necessary, and train staff in the use of evacuation aids	As and when necessary	SENCO	All disabled children (and staff working with them) are safe and confident in the event of a fire and all staff that require training for evacuation aids are trained
Ongoing	Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/ visitors during review of fire risk assessment and fire drill practices. Ensure staff are aware of the need to keep fire escapes clear at all times	Ongoing	SENCO/ Site team	All common facilities are located at ground level with ramp access, all fire escapes are kept clear and pupils have safe exit at all times
Ongoing	Ensure that access to site and school buildings meets needs of diverse pupils	Improved accessibility and clarity of signs around school Awareness of independent access	Ongoing	Site team SENCO	Access to site and school buildings improved
Ongoing	Disabled bay signage/ markings	Keep under review the need for additional disabled parking (2 bays already provided)	As necessary	Head	Sufficient accessible parking bays for disabled staff and visitors
Ongoing	External and internal access to be adapted to meet the needs of the visually impaired	Make adaptations so that VI pupils can access the college and move independently within it	Immediate	Business Manager	School and its facilities are accessible for VI students
Ongoing	All redecorating and alterations within the school to be sympathetic to the visually impaired	Advice taken on lighting and colour schemes before any further decorating takes place	As necessary	SENCO	The school decorates in a way that is sympathetic to the visually impaired
Long term	Provision/upgrades of disabled toilets	Disabled toilets of the school accessible for adults and pupils, keep under review and continue to audit disabled toilets as necessary	As necessary	SENCO	Pupils and adults have easy access to a disabled toilet

Long term	Any future plans for further development of the buildings to take Equality Act requirements into account	Work with surveyors when planning modernisation works	As necessary	Business Manager	Where it can be reasonably achieved, the school building continues to be accessible for all

Improving Access to the Curriculum

Planning Timeframe	Targets	Strategies	Timescale following identified need	Lead	Success Criteria
Ongoing	Ensure all staff and governors have access to specific training on disability issues	Use staff audit to identify training needs and inform CPD coordinator	As soon as possible	Head	Raised confidence of staff/ governors in strategies for differentiation and increased pupil participation from a disability equality perspective
Ongoing	Ensure staff are aware of disabled pupils' curriculum access	'How Needs May Be Met' system for information to be shared with appropriate staff Display information relating to individual pupils needs in staffroom	As and when necessary As and when necessary	SENCO	All staff aware of individual pupils access needs All staff are aware of individual care plans for pupils with specific allergies and other medical needs
Medium term	Ensure relevant staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff Run individual training sessions on use of SEN resources	As and when necessary As and when necessary	SENCO	Wider use of SEN resources in mainstream classes
Ongoing	Ensure access to IT appropriate for pupils with disabilities	ICT plan includes strategies for pupils with disabilities	As required	SENCO	Access to appropriate IT will be improved for all disabled pupils
Ongoing	Reflect areas of need in lesson planning and delivery Ongoing programme of staff training in disability awareness	Incorporate Quality First teaching into all planning	Ongoing	SENCO	Improved access to curriculum for all pupils
Medium term	Ensure all policies consider the implications of disability access	Consider all policies in view of priorities	Ongoing	Head/ Governors	Access to all aspects of school life for all students
Ongoing	Eliminate discrimination and harassment of disabled pupils	Strict reporting and recording to ensure that disabled pupils are not bullied or harassed New staff made aware of plan in induction	Ongoing	Head/ SENCO	Incidents of discrimination and harassment are zero
Ongoing	Ensure appropriate information and communication formats meet the needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible Ensure that communication from school is accessible to all parents and carers. This should include website/ noticeboards/ phone calls/ information sessions	Immediately as necessary	SENCO	The school enables pupils to learn and communicate through varied formats matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information
Ongoing	Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disabled sports See disabled sports people to come into school	As required	SENCO/ Head of PE	All to have access to PE and able to excel

Ongoing	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Ongoing and as required	SENCO/ CPD coordinator	Raised staff confidence in strategies for differentiation and increased pupil participation
Medium term	Improve range of skills and experience available so the school can better assess and provide for the needs of SEND pupils	Employment of specialist TAs Specialists employed to work with pupils or provide training for staff	Ongoing	Head/ SENCO	Pupils are able to access the curriculum regardless of learning difficulties and disabilities Specialised support and resources meet the needs of SEND children
Medium term	Raise awareness of staff re. strategies and procedures employed by speech therapists for SLCD pupils	Provide training in relation to SLCD issues, for all staff	As required	SENCO/ Speech therapist	Increased confidence of staff in supporting pupils with SLCD needs within mainstream
Immediate term	Raise awareness of staff re. strategies and procedures employed by VI specialists for visually impaired pupils	Provide training in relation to VI issues, for all staff	Immediate	SENCO/ VI specialists/ VI TAs	Increased confidence of staff in supporting pupils with VI needs within mainstream
Immediate term	Ensure all policies consider the implication of disability access	Consider all policies in view of priorities	Immediate	Head/ SENCO	Access to all aspects of school life for all pupils
Short term	Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are SEN. Include personalised learning plans, as appropriate. All new staff to be aware of plan through induction	Ongoing	SENCO	Systems in place monitoring academic and social progression and differentiation Parents/carers are involved in process
Ongoing	Ensure all children on SEN register have a provision map in place	Provision map is up to date and forms a key part of the planning and assessing process for all staff	Review every term	SENCO	Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children.
Ongoing	Promote positive attitudes towards pupils and all others with disabilities	Celebrate key national/local events such as Paralympics, deaf awareness and learning Disability week. Promote outside visits from disability groups	Ongoing	All staff	Pupils are demonstrating that they understand and have a positive attitude towards disability
Short term	Recruitment policy	Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally	Ongoing	Head/ Governors	People with disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome
Short term	All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in use of specific medical equipment	Ongoing	All staff	All staff are showing confidence and competency in dealing with emergencies and unforeseen developments

Improving Delivery of Written Information

Planning Timeframe	Targets	Strategies	Implementation timescale following identified need	Lead	Success Criteria
Ongoing	Review information to parents/ carers to ensure it is accessible	Provide information and letters in clear print in plain English School office will support and help parents to access information and complete school forms Ensure website and all documents accessible via the school website can be made available to the visually impaired	During induction Ongoing Ongoing	School Office	All parents receive information in a form that they can access All parents understand the headlines of school information
Ongoing	Improve the delivery of information in writing in an appropriate format	Provide suitable enlarged, clear print for pupils with visual impairment	As required	Staff	Excellent communication
Ongoing	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO	Staff produce their own information
Medium Term	Annual review information to be as accessible as possible	Develop child friendly IEP review formats	Ongoing	SENCO	Staff more aware of pupils preferred method of communication
Medium term	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, signs language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included



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