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**Accessibility Plan**

**Bishopton Pru**

**Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

* Increase the extent to which pupils with disabilities can participate in the curriculum.
* Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
* Improve the availability of accessible information to pupils with disabilities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Bishopton Pru we are committed to establishing equality for all pupils, their parents, staff, and other users of the school. As a provision we understand the setbacks pupils and families may have faced within prior education and we aim to deliver an educational setting underpinned by the equality and equity.

In drawing up this Accessibility Plan the school set the following priorities:

* To provide safe access throughout the school for all school users.
* To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring to suit individual needs.
* To provide training to all staff regarding the needs of the disabled people and how we aid and enable them to fully access each day at Bishopton and promote their love of learning as well as their enjoyment of being part of our provision.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school works within Tees Valley Collaborative Trust and works within their accessibility plan under the direction of the Director of Inclusions

If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, all staff, and governors of Bishopton Pupil Referral Unit

This plan is shared with staff, governors, parents, and community through the school’s website. It is the responsibility of the whole school community to implement this plan in a manner which promotes an inclusive ethos at the school. The plan will be made available online on the school website, and paper copies are available on request.

**Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Bishopton Pupil referral unit, part of Atomix Educational Trust. This policy complies with our funding agreement and articles of association.

**Action Plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| aimS | CURRENT GOOD PRACTICE | objectives | actions to be taken | Person responsible | OUTCOMES TO DATE |
| --- | --- | --- | --- | --- | --- |
| Ensure legal compliance at all times. |  | Statutory compliance met. Staff understand their roles and responsibilities. SEND on a page is produced at the end of each term to share with governors and Trust. | Consistently implement requitements of the SEND Code of Practice.  Respond to any changes in legislation.  SEND policy in place.  SEND report presented annually to LGB and uploaded on website.  Implement EHC Plans and Annual Reviews in statutory time frame.  CPD for staff to ensure we are aware of roles and responsibilities.  Regular updates to LGB | SLT  SENDCO  Ongoing |  |
| Increase access to the curriculum for pupils with a disability.  Improve and maintain access to the physical environment | * Bishopton schools offer a differentiated curriculum for all pupils. * We use resources tailored to the needs of pupils who require support to access the curriculum. * Curriculum resources include examples of people with disabilities. * Curriculum progress is tracked for all pupils, including those with a disability. * Targets are set effectively and are appropriate for pupils with additional needs. * The curriculum is reviewed to make sure it meets the needs of all pupils. * Site supervisor regularly assesses the physical environment to identify and address accessibility barriers. * Provide staff with training on accessibility and inclusive teaching practices to better support students with diverse needs. * Collaborate with partners within the trust on how facilities can be improved from an accessibility perspective. * Address urgent accessibility issues such as broken ramps, doors, or inadequate signage as and when it arises. * Respond to external H&S Audit actions and conduct remedial works where needed to improve any highlighted accessibility concerns. | To ensure that all children have access to the physical aids which they need to access their learning.  To ensure that children are regularly and appropriately assessed, and that the information obtained from this informs planning.  To ensure that the range of skills and experience available within Bishopton PRU is diverse in order that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.  Short term  Incorporating design principles into the development and modification of the PRU facilities as part of the new building refurbishment.  Medium term  Ensure the new middle block of the building is connected to both KS3 and KS4 buildings allowing improved accessibility to each teaching area.  Incorporate additional disability toilets within KS3 and middle block and KS4 buildings.  Long term  New building will be in effect from April 2024 ensuring criteria within the Equality Act is in place.  New access route has been developed for deliveries to the compound area ensuring these are split from teaching spaces.  Access to each building is ground floor access.  Ramped access to Reception area ensuring no stairs are in place to gain access to the premises.  Improved fire strategy will be implemented with additional exit points ensuring swifter access in the event of an emergency. | Use of health care plans and Integrated Plans to highlight physical aids e.g., workstations, ICT equipment which the child requires to access their learning. Liaison with relevant professionals to ensure this information remains up to date.  Ensure all children in the school receive the physical aids which they require. Barriers to learning are minimized for every child in this respect.  Ensure planning is highly relevant to the individual needs of the children which maximizes their ability to access to curriculum.  Assessment policy to be regularly updated.  Regular staff skills audited.  SENDCo action plan to be completed.  School Improvement Plan  Short term  Collaborating with external stakeholders during regular site meetings to ensure new building specifications are monitored and changed where appropriate.  Medium term  Checking areas at handover are correct.  Snagging procedures to be implemented to allow reporting of accessibility issues that may arise.  Long term  Checking areas at handover are correct.  Quality assurance checks with building team, project manager and Stockton Borough Council.  Ensure warranties and commissioning certifications are in effect. | SLT  SENDCo  Director of Inclusion  ongoing  Director of Resources  Site Supervisor  Head Teacher  Business Coordinator  Bishopton staff | Building project completes and accessibility changes are in effect.  Short Term  Sept  2023/ongoing  Medium Term  Jan 2024 |
| Improve the delivery of information to pupils with a disability | Bishopton Pru uses a range of communication methods to make sure information is accessible.  This includes:   * Internal signage * Large print resources * Braille * Pictorial or symbolic representations | Use of pictorial/visual cueing in classrooms to support information sharing.  Use of pictorial/visual cueing across the school to support information sharing | To improve the use of visual and pictorial representations for staff, students, and visitors to ensure that information can be used by its intended audience.  All information disseminated by Robson House (including that within the classroom) can be used by its intended audience | SENDCo  SLT  All Staff |  |

**Links with other policies**

Bishopton Pru is committed to equal opportunities and inclusion. This accessibility plan is not a standalone document and is linked to the following policies and documents:

* Risk assessment policy
* Health and safety policy
* Equality information and objectives (public sector equality duty) statement for publication
* Special educational needs (SEN) information report
* SEND policy.
* Supporting pupils with medical conditions policy
* School Improvement Plan
* Curriculum Policy
* Behavior Management Policy
* Safeguarding Policy and arrangements
* Staff Personnel policies including Sickness Absence

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| Date of Approval/Revision | January 2024 |
| Review Interval (years) | 3 Yearly |
| Responsible Officer | DoR/ DoI/Headteacher |
| Approval/review body (ies) | Headteacher/SLT January 2024  LGB March 2024 |
| Date of next Review | January 2027 |
| Public File Location | SharePoint/Website |

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| This policy has been subject to an Equality Impact Assessment by:  Author/Reviewer:  SLT/EET:  Governors/Trustees:  Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by  the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the  impact?  Could/does the policy have the potential to create a positive impact on equality by reducing and removing  inequalities and barriers that already exist? If so, how can these be maximised? |