



Accessibility Plan

Accessibility Plan

Date: Jan 2024

Author: Director of Operations/Head of Centre

Approver: LGB 2024

To be reviewed: 3-yearly – Jan 2027



Accessibility Plan

Purpose and Aims

Bishopton PRU is committed to ensuring equality of opportunity for all pupils, staff, parents/carers and visitors. This Accessibility Plan has been developed in line with the Equality Act 2010 and aims to ensure that pupils with disabilities can fully participate in all aspects of school life.

The purposes of this plan are 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
- Improve the availability and accessibility of information for pupils with disabilities

We recognise that many pupils and families at Bishopton PRU may have experienced barriers within previous educational settings. Our provision is therefore underpinned by the principles of equity, inclusion, trauma-informed practice and high expectations for all.

Our Inclusive Ethos

At Bishopton PRU we:

- Treat all pupils with dignity, fairness and respect
- Remove barriers to learning wherever possible through reasonable adjustments
- Promote positive attitudes towards disability and difference
- Work in close partnership with parents/carers, external agencies and the Trust
- Ensure safeguarding, wellbeing and access are central to decision-making

The Accessibility Plan is a shared responsibility. All staff; Governors and Trust leaders are accountable for its implementation.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010, the Department for Education (DfE) guidance for schools on the Equality Act 2010, the Special Educational Needs and Disability (SEND) Code of Practice (2015) and the Department for Education guidance on accessibility planning.

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. This includes sensory impairments and long-term medical conditions.

Under the Special Educational Needs and Disability (SEND) Code of Practice, '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 auxiliary aids or adjustments to premises.

Bishopton Pupil referral unit, part of Atomix Educational Trust, recognises its duty to make reasonable adjustments, including the provision of auxiliary aids and services, to avoid substantial disadvantages to pupils with disabilities.

Bishopton PRU Context and Learner Profile

Bishopton PRU supports pupils who have experienced significant barriers to education, including exclusion, disrupted schooling, trauma and unmet needs. Many pupils present with overlapping and complex needs, and a high proportion have Education, Health and Care Plans (EHCPs) or are undergoing statutory assessment.

Needs commonly supported include:

- Social, Emotional and Mental Health (SEMH) needs
- Autism Spectrum Condition (ASC)
- ADHD
- Speech, Language and Communication Needs (SLCN)
- Cognition and learning difficulties
- Sensory processing needs
- Physical disabilities and long-term medical conditions

The school adopts a trauma-informed, therapeutic and relational approach, recognising that regulation, safety and belonging are prerequisites to learning. Accessibility at Bishopton PRU therefore extends beyond physical access and includes emotional, sensory, cognitive and relational accessibility.

The school operates from a refurbished, single-storey site designed to meet accessibility requirements. The physical environment, routines, curriculum and staffing model are deliberately structured to reduce anxiety, support regulation and maximise engagement.

Bishopton PRU serves pupils with a wide range of needs, including:

- Social, Emotional and Mental Health (SEMH) needs
- Autism Spectrum Condition (ASC)
- ADHD
- Speech, Language and Communication Needs (SLCN)
- Cognition and learning difficulties
- Physical and medical needs

The school operates from a refurbished and redeveloped site designed to meet accessibility requirements, with all buildings accessible at ground floor level.

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
Always ensure legal compliance.		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 requirements 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	



Increasing Access to the Curriculum	<ul style="list-style-type: none">• Bishopton schools offer a differentiated curriculum for all pupils.• Curriculum content reflects diversity, inclusion and positive representation of disability.• Individual Education Plans, EHCPs and Integrated Plans implemented and reviewed regularly.• 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.• Individual Education Plans, EHCPs and Integrated Plans implemented and reviewed regularly	<p>To ensure that all children have access to the physical aids which they need to access their learning.</p> <p>To ensure that children are regularly and appropriately assessed, and that the information obtained from this informs planning.</p> <p>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.</p>	<p>Continue to embed Quality First Teaching and adaptive strategies through ongoing CPD</p> <p>Ensure curriculum pathways remain flexible and responsive to pupil need and reintegration planning</p> <p>Implement reasonable adjustments for internal and external assessments, including examination access arrangements</p> <p>Use recommendations from external professionals (e.g. EP, SALT, OT) to inform curriculum planning</p> <p>Regular SEND and curriculum audits led by SENDCo and SLT</p>	SLT, SENDCo, Class Teachers, Support Staff	ongoing
-------------------------------------	---	--	---	--	---------



Improve and maintain access to the physical environment	<ul style="list-style-type: none">• Site Manager regularly assesses the physical environment to identify and address accessibility barriers.• Provide staff with training in 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 work where needed to improve any highlighted accessibility concerns.• Single-storey buildings providing ground floor		<p>Checking areas at handover are correct.</p> <p>Snagging procedures to be implemented to allow reporting of accessibility issues that may arise.</p> <p>Designated quiet spaces, sensory rooms and regulation areas to support emotional accessibility</p> <p>Regular review and updating of PEEPs in collaboration with families and external professionals</p> <p>Ensure specialist furniture and equipment recommended by OT/Physio services is sourced and maintained</p> <p>Monitor accessibility following building works, snagging and handover processes</p> <p>Respond promptly to Trust, Local Authority and</p>	Operations Director, Site Manager, Head of Centre, SENDCo	<p>Building project completes and accessibility changes are in effect.</p> <p><u>Short Term</u> Feb 2026</p> <p><u>Medium Term</u> Sept 2026</p>
---	---	--	--	---	--



	<ul style="list-style-type: none">• access throughout the site• Ramped access to reception and key entry points• Accessible toilet facilities located within the main reception area• Personal Emergency Evacuation Plans (PEEPs) in place for pupils and staff who require them• Clear evacuation routes, emergency assistance points and access to evacuation chairs• Ongoing site risk assessments and Health & Safety monitoring		<p>external Health & Safety audit actions</p> <p>Plan future capital improvements in partnership with Atomix Trust to address identified gaps (e.g. additional accessible toilets where feasible).</p>		
Improve the delivery of information to pupils with a disability	<p>Consistent use of visual supports, symbols and pictorial cues across classrooms and communal areas</p> <p>Simplified language and clear instructions used routinely by staff</p> <p>Adapted resources including large print, coloured backgrounds and visual overlays where required</p>		<p>Further develop consistent use of visual communication across all areas</p> <p>Ensure key information for pupils and parents/carers is available in accessible formats</p>	SENDCo SLT All Staff	Ongoing



	<p>Use of ICT and iPad to support access to learning materials</p> <p>Verbal explanation, modelling and regular checking for understanding</p> <p>Use of subtitles, visuals and dual coding during teaching</p>		<p>Staff training on inclusive communication strategies</p>		
--	---	--	---	--	--