



**Accessibility Plan
November 2017
(3-year plan until October 2020)**

Date:	
Date approved by Management Committee:	30 th January 2018
Signature of Chair of Management Committee	Sue Cain
To be reviewed:	Annually

This plan sets out how the school will make provision for all pupils including those with physical challenges and should be read alongside the following policies:

- School Improvement Plan
- SEN policy
- Equality policy
- Premises Management policy
- Health and Safety Policy

Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools/academies need to be aware of.

Key points

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

For the most part, the effect of the new law is the same as it has been in the past – meaning that schools/academies cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The exceptions to the discrimination provisions for schools are all replicated in the new act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

Bishopton Centre is committed to equality of opportunities in all aspects of our provision and further information on how we endeavour to meet our responsibilities can be found in the school Equality Policy.

Special provisions for Disability under the Equality Act 2010

The law on disability discrimination is different from the rest of the Equality Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

The purpose and direction of the school's plan: vision and values

Our school's vision and values demonstrates our commitment to helping our pupils achieve their potential and to tackle barriers that can oppose this. The Bishopton has high ambitions for any disabled pupils and would expect them to participate and achieve in every aspect of school life. The Bishopton:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life

At this school we love, value and respect the uniqueness of all of our pupils. We continually strive to fill their lives with awe and wonder and inspire them to transform their lives and achieve success. Our work places their best interests and rights at the heart of everything we do without discrimination, so that they will live, flourish and fly. We aim to listen to their views on every aspect of school life and empower them to make

decisions that will have a positive impact on themselves, each other and their families. Our pupils are our future and we want that future to be extraordinary.

These are the values we have in our school: C.A.S.T.L.E

Creativity – At this school we believe that creativity is key to success in the future, we therefore aim to fill the pupils' lives with awe and wonder, where creativity is valued, where imagination is ignited and where dreams are made.

Aspiration – At this school we believe in high expectations. We aim to inspire and nurture the aspirations of all of our pupils so that they can dream big for their future and the future of our country and the wider world.

Self-belief – At this school we feel strongly that the most important person to believe in is yourself therefore we foster an environment that encourages self-belief, self-value and self-respect.

Tolerance – At this school we embrace uniqueness and accept that we don't all share the same views at the same time however we value and model understanding, acceptance, tolerance and compassion and ensure that these values are embedded in everything that we do.

Love – As simply as we can put it, we are here on this earth to love and be loved without limitations, prejudices and judgement, this ethos underpins everything that we do.

Enjoyment - We want our whole school community to be happy. Pupil achievement and progression starts with good emotional well-being and we will do whatever we can to make this school a happy, fun, inspirational and safe environment.

Information from pupil data

The presence of any disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the SEN register and provision map.

The main priorities in the centre's plan (Appendix A)

The Bishopton has a duty to set out a plan that identifies actions aimed to increase access to education for disabled pupils in these areas of planning:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Roles and Responsibilities

SLT member responsible for the day to day running of Redhill to ensure accessibility in place for all pupils. School Finance Manager to liaise with technical services to have the necessary resources in place to meet pupils' specific needs as and when required. Teaching staff to plan for pupils' individual needs in lessons to ensure all pupils are making progress in an inclusive curriculum.

Monitoring and Evaluation

The Access plan will be reviewed and revised annually by the SLT and the Management Committee. The review will use a provision mapping system, children's individual access plans that are encompassed in IEPs, data set monitoring information and the priorities in the School Improvement Plan.

The Access plan will be available to all children, staff, and parents to contribute to the review process at any time.

The Accessibility plan will be published on the Bishopton centre website and can be available as a paper copy from the office.

UNICEF - UN Convention of the Rights of the Child

The Bishopton is a Rights Respecting School. Based on the principles of equality, dignity, respect, non-discrimination and participation. It places the rights of the child at the heart of everything it does including school policy and strategic planning. Our school community ensures that rights are learned, taught, practised, respected, protected and promoted. There are 54 articles in the UNCRC, (for a copy of these please ask the Rights Respecting Steering Group Chair) the following articles specifically underpin this policy:

Article:	Summary:
2	Non - Discrimination
3	Best interests of the child
6	Life, survival and development
12	Respect for the views of a child
13	Freedom of expression
16	Right to privacy
23	Children with a disability
24	Health and health services
28	Right to education
29	Goals of education
31	Leisure, play and culture

Bishopston Centre ACCESSIBILITY PLAN NOV 2017 – OCT 2020					
Increase the extent to which disabled pupils can participate in the school curriculum					
Targets	Strategies	Timescale	Who	Success Criteria	Evidence
Ensure lessons are appropriately differentiated to ensure the participation of the whole range of pupils	Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables	Ongoing	Class teachers, support staff	Children make good progress and meet their targets	Lesson observations; planning; children's work; pupil progress data;
Support to meet individual's needs when taking part in lessons, taking tests etc. will be provided as and when required.	Use of coloured paper, simplified/enlarged text, coloured IWB background; targeted personal support as required	Ongoing	Class teachers, support staff	Children achieve well in accordance with their ability	
Organise classrooms to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled students	Ongoing	Class teachers, support staff	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	
Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled					
Targets	Strategies	Timescale	Who	Success Criteria	Evidence
Written material for pupils available in alternative formats	Reduced/simplified amounts of text, larger print size; use of a reader where appropriate	Ongoing	Class teachers, support staff	All pupils able to access information in a meaningful and appropriate fashion leading to good learning outcomes	Lesson observations; pupil consultations; planning