

Bishop Hooper CE Primary School



Accessibility Plan.

	Actions (focused on outcomes rather than processes)
<p>i. Improvements in access to the curriculum</p>	<p>Each area of the curriculum to be planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects to contribute to the spiritual, moral, social, and cultural development of all pupils: Curriculum continues to be monitored during academic year 2016/17 following implementation of new National Curriculum in September 2014.</p> <p>Bishop Hooper School and Bishop Hooper Butterflies will also prioritise improvements for increasing access to the curriculum by:</p> <ul style="list-style-type: none"> • Continuing to encourage high expectations among staff and pupils • Linking provision to the School Development Plan • Investigating and further utilising staff / governor / parent expertise • To continue to develop and increase curriculum opportunities, as necessary, to become more inclusive to meet the needs of all pupils • Using specialist agencies (e.g. speech, psychologists, etc.) to investigate and extend opportunities • Extending training for teaching assistants and nursery assistants, ensuring it meets the needs of all pupils. • All nursery staff received specific training linked to physical handling and access to the curriculum for a pupil with disabilities, in the summer term of 2016 and this will continue in order to meet the needs of that pupil as they continue their learning journey through school. • Continue to encourage peer support • Liaising with pre-school groups in anticipation of the admission of new pupils • Sharing information with families by newsletter, ensuring we include 'Every Child Matters' content

<p>ii. Physical improvements to increase access to education and associated services</p>	<p>The new school building conforms to DDA requirements in all ways. All fire doors are wide enough for wheel chair access, the building is designed so that all areas can be reached without having to negotiate steps and all corridors are wide enough for wheelchair access. The entrance lobby has been built with disabled visitors in mind, large enough for a wheelchair turning circle and a lower section of the reception desk for wheelchair access. The path to the Multi Use Games Area (MUGA) and other areas of the school site is gently sloping and again, conforms to DDA requirements. The disabled toilet also contains a shower which could be used for disabled pupils, as and when necessary, providing staff had received appropriate training.</p> <p>There are plans in place for the disabled toilet to be converted further during the Autumn term of 2016, to provide other facilities including an adjustable height changing table and ceiling track hoist, which will give access to all areas of the room for a pupil with disabilities.</p> <p>The work surface/sink/hob in the Food Tech room is also accessible to disabled pupils/visitors as the height is variable through a winding key system and no cupboards are fitted beneath, again to allow ease of access for a wheelchair. Two disabled parking spaces have also been situated directly outside the school entrance. The school will continue to regularly re-examine facilities evaluating the success of the provision and its systems within the budget available.</p> <p>Current aspects of ‘inclusion’ and SEN which include one-to-one support for pupils, when required will be continued and extended where appropriate and within budgetary constraints.</p> <p>During the process of design and consultation with the new build all stakeholders worked carefully with Architype, our architects, to ensure that the physical environment of the new school complied with all legal requirements and will not disadvantage disabled pupils in the future.</p>
<p>iii. Improvements in the provision of information in a range of formats for disabled pupils</p>	<ul style="list-style-type: none"> • When required, the school will aim to provide large print of a suitable size for visually impaired pupils • Where appropriate, other methods of providing written information will be sourced, including if required, Braille, interpretation, amanuensis, loop-audio system and one-to one support from teacher or teaching assistant • The seating position for pupils with impaired vision and hearing will be managed to benefit the individuals • Staff have had training in September 2016 on supporting a hearing impaired pupil in the classroom and in the use of any necessary specialist equipment. • Other appropriate provision will be researched if necessary, including PC equipment for physically disabled pupils.

Last reviewed October 2016

