

Bishops Lydeard Church School & Nursery (BLCS)



Accessibility Plan 2025-28

The Governors and staff at Bishops Lydeard Church School want all children to enjoy **'life in all its fullness'**. We wish for and strive to ensure our learners are challenged to be and achieve their very best. To ensure we support all to be able to do so we take account of pupils' varied life experiences and needs. We offer an enriching, broad and balanced curriculum and have high expectations for all children. The progress, achievements, attitudes and well-being of all our children matter.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Bishops Lydeard Church School Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan was updated to reflect new statutory requirements for the setting of Equality Objectives. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan will contain relevant and timely actions to:

- increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve access to **the physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Curriculum Access				
Aims	Activities	When	Responsible person	Impact
To ensure that classroom support staff/teachers have specific training on disability issues	Provide CPD from EP, Learning Support Service, Speech Therapist and school nursing team	ongoing as required	SENCO	Raised confidence of staff. Children able to access the curriculum with more independence and confidence.
To ensure that all children and teachers can communicate their needs using verbal, non-verbal gesture, simple signs and symbols	Use of visual timetables, extend the use of Widget and alternative forms of communication through the school	Ongoing	All staff	Children are able to communicate effectively with both adults and other children

To continue to improve the quality of provision for children with SEMH needs To continue to proactively remove barriers and stigma which may be present around poor mental health	Clear signposting and early identification of needs Provision of ELSA trained support assistants School to lead multi agency information meetings for parents and carers Parents signposted to training opportunities onsite and online	Ongoing ELSA training- ongoing supervision Summer 2026	SENCO Head teacher (Mental Health First Aid Practitioner)	Provision is enhanced for children with specific needs Children of our school (and their families) are able to talk more freely about mental health issues. Families know how and when to seek early support.
Ongoing training and support to staff to be 'Trauma Informed' in their interactions with pupils.	Whole school training			Children and staff become better able to recognise and regulate emotions and responses to emotions

Enabling Environments				
Aims	Activities	When	Responsible person	Impact

To improve the quality of provision for children and staff with SEMH needs	School MHFA trained staff Pupil Voice gathered Dedicated areas in the school to support children with SEMH needs - regulation spaces Continued CPD for staff Adult counselling	Ongoing CareFirst provided by BWMAT	Headteacher Deputy Head SENDco Trust and School	Enhanced provision for children and adults with SEMH needs
To ensure that entry to the school is easy for people with disabilities	Designated parking bay is available Sloped entrances to school	Ongoing	Site manager	People with disabilities are able to access the school grounds, feel safe and welcomed
To ensure that children with SEN have support for their needs identified before starting school and communicated effectively when moving on to a new setting.	School Entry plans completed, Home/School visits, meetings with external agencies, parents etc. Transition planned with new settings and key adults	As needed	SENDCo, Nursery SENDCo, Class teachers	Children have a smooth transition when starting at school
Maintain markings and external access for visually impaired people/those with communication needs	Ensure markings are maintained and re-painted as necessary Maintain external lighting	Annually	Site Manager	Visually impaired people feel safe in school grounds

	Ensure walkways are free from litter and hazards Visually inspect and maintain signage in terms of damage and cleanliness	Daily		
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils needed following advice from the physical impairment team. Develop a system to ensure all staff are aware of their responsibilities Completed on a 'needs basis' in response to personal need	Annually in September	SENDCo	All disabled pupils and staff working alongside are safe in the event of a fire or emergency
All fire escape routes are suitable for all	Routes visual check Practice fire drills	Weekly Termly	Site Manager Headteacher	All disabled pupils, staff and visitors have safe independent exit points

Improving Delivery of Written Information				
Aims	Activities	When	Responsible person	Impact

To improve the delivery of information in writing for children using appropriate formats	Colour strips, coloured glasses, coloured paper, enlarged texts, colour coded texts to help with tracking, use of dyslexia friendly font Word banks	Daily	Teachers, SENCO	Pupils are able to access the curriculum
To increase the range of information that is presented to parents electronically	Add additional elements to the Accelerated Reader and Tapestry reporting tools, Facebook, school website	Ongoing	Office, SLT	Parents have electronic access to report and 'school life' information about their child

Management, coordination and implementation

The Headteacher, SENCo and governing body of Bishops Lydeard Church School are responsible for this plan and will report on it annually.

Joe Beaument

September 2023