Manual Section G.2 ACCESSIBILITY PLAN

As required by Schedule 10 of the Equality Act 2010.

AIMS OF THE ACCESSIBILITY PLAN

Bishopstrow College acknowledges its duty towards students, staff, parents, proprietors and members of the wider community who have a disability. Where students or prospective students are concerned, Bishopstrow College acknowledges its non-discrimination and planning duty under the *Special Education Needs and Disability Act 2001 and the Special Educational Needs and Disability Code of Practice 0 to 25 years 2014.*

1. Bishopstrow College is a broadly non-selective school although admission depends on the prospective student meeting the criteria required to maintain and, where possible, improve the educational and general standards for its students.

2. Extra-curricular activities play a part in Bishopstrow College's philosophy.

3. The College asks parents to complete an Application Form and to disclose whether their child has a disability, special educational need or medical condition. As needed, the parents will then be asked for further details in respect of a prospective student.

4. In assessing any student or prospective student, the College may take advice and require such assessments as it deems appropriate. Subject to this, the College will be sensitive to any issues of confidentiality.

5. Where it is practicable to make reasonable adjustments based upon the information given and advice received to enable a prospective student to take up a place at the College and to satisfy the admissions criteria above, the College is committed to providing these reasonable adjustments.

6. Where the College agrees to arrange additional services, such as specialist coaching for dyslexia for example, or for an educational psychologist's report, parents will be charged for this separately. Details of the arrangements and cost will be provided in writing.

BACKGROUND TO THE ACCESSIBILITY PLAN

The College lies in its own grounds, including wooded areas and sloping ground which gives rise to buildings being on different levels and steps and sloping pathways both inside and out which students use to move between lessons, boarding houses and activities.

1. Barrow House is spread over several floors and there is no lift. This requires students to use stairs to access dormitories.

2. The Dining Room, Boarding Office, and medical room are in Barrow House and are on the ground floor. Wheelchairs can access these rooms by using Barrow House front entrance.

3. The Henson Building (classrooms) is on three floors. There is a lift and all floors are accessible to wheelchair users. Lavatories, the main assembly room, some classrooms and the nearby art room are at ground floor level.

4. There are three off-site boarding houses. These all have ground floor dormitories, but none is specifically adapted for wheelchair access.

5. Wherever practicable, the College will make reasonable adjustments to the timetable and rooming arrangements to allow students with restricted mobility to attend lessons in accessible parts of the College.

6. Bishopstrow College can provide auxiliary aids and will do whatever is possible, within reasonable limits, to accommodate anyone with a disability.

ACCESSIBILITY PLAN

General
The College will review this plan on an annual basis to monitor and evaluate:

- The effectiveness of the action in the previous academic year
- Relevant targets for the next academic year
- Responses to any further legislative changes

ISI guidance (from ISI Commentary)
The three-year plan should include how the college plans to (with timescales):

- increase the extent to which disable students (including those with SEN) can participate in the college's curriculum (Increased Access to Provision)
- improve the provision to disabled students of information which is already written for students who are not disabled (Improved Information Provision)
- improve the physical environment of the college in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the college (Improved Physical Environment)

Specific Objectives: 1 September 2022 – 31 August 2025:

ACTION PLAN

Aim – Increase the extent to which disabled students (including those with SEN) can participate in the College's **curriculum**.

Target	Action Required	Lead	Resources Required	Outcome	Target Completion Date
To ensure strategies and procedures are in place so that all student's abilities are assessed on entry and appropriate provision is made.	Relevant assessment materials according to need.	CL/GJ	Assessment papers – online English Tests & Maths Papers	Insight on EAL needs SEN on entry. Baseline testing allows for measurement of progress and appropriate provision.	On-going
To make appropriate provision for all students.	Planning/input from staff for all student activities. Extended provision within the curriculum for EAL	GJ	Curriculum Policy, Schemes of Work, Lesson Observations, Course XX	All students able to access the curriculum	On- going
To provide staff with training and development.	Ensure regular programme of Inset and training as required through identification	MdC	INSET	All staff are differentiating appropriately to meet the needs of all abilities.	On-going
Investigate doing an INSET on any SEN for EAL/support areas where students have needs	Assess which students have needs	MdC	Funds for specialist support	Improved learning outcomes & understanding of that specific need's provision	On-going
To promote positive attitudes towards students and all others with disabilities.	PSHE Curriculum Fundraising activities e.g. Children in Need	SMT	Code of Conduct, Rewards & Sanctions	High standards of courtesy, mutual respect and tolerance.	On-going

To ensure all students have their needs met through targeted support.	Tutor target setting Additional SEN support as required	CL/GJ	Enhanced SEND support. Material from outside agencies	Specific targets	On-going
To provide culturally/ethnically appropriate resources e.g. books and play equipment.	Purchase of books and toys that reflect an inclusive attitude to disability	GJ/KW	Liaison with local council and library services.	To develop an awareness of disability and inclusion.	On-going
To ensure students can access IT facilities across all subjects.	Evaluate IT provision and policy regularly.	CF/CL	Specific software for EAL	All children can access IT facilities.	2022-23
Consider storing video'd lessons on MS Teams	Understand Teams video capabilities	CL	Suitable IT platform/band width	Improved learning outcomes	2023-24
To provide access arrangements to meet individual's needs when taking exams/assessments and 11+/13+ and provide support when required.	Adaptation of the assessment suitable for needs.	GJ/KD	Suitable assessment papers	Improved learning outcomes	On-going

Aim – Increase the extent to which disabled students (including those with SEN) can access the College's **physical environment**.

Target	Action Required	Lead	Resources Required	Outcome	Target Date
Expand Wifi provision so that its easier for more students to have better Wifi	investigate more or better bandwidth access points	CF	N/A	Significantly more bandwidth	Completed 2022-23
Consider developments that could add onsite indoor facility	Review all external facilities for ease of development	CF	N/A	List of options	2023-24
Apply for planning permission to change above facility	Submit all required documents	CF	A few ££k	Successful in application	2024-25

Aim – Improve the delivery to disabled students of **information** which is readily acceptable to students who are not disabled.

Target	Action Required	Lead	Resources Required	Outcome	Target Date
To ensure the availability of written materials in alternative formats to students, staff, parents/carers and visitors.	To convert written information into alternative formats (e.g. large print, braille, home language etc.) Audit the library to ensure availability of large font and easy read texts. Audit of college signage to ensure that it is accessible to all.	CL/KW KD MJ	Access to services for converting written information into alternative formats. Liaison with Wiltshire Libraries Purchase of large font books & easy read texts. Purchase of adequate signage if required.	The College will be able to provide written information in different formats when required for individual purposes.	As required