



Accessibility Plan

2025-2026

Date Policy Updated	November 2025
Leadership Team Responsibility To present to Governors	Carol Hart, SENCO
Date Policy Ratified	November 2025
Date for Next Review	November 2026

Bishop Stopford's School Accessibility Plan 2025-2026

Vision Statement

Believe Strive Succeed

Our vision is to provide an outstanding, inclusive and aspirational education for local children. We believe that everyone in our community is capable of achieving beyond their expectations by

living each day in all its fullness, spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success.

1 Corinthians 12:12 'the body is one and has many members, and all the members of the body, though many, are one body'

Bishop Stopford's School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a subsequent disadvantage. The school aims to work closely with pupils who are disabled, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to pupils who are disabled. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collections, questionnaires and parental discussions.

The purpose of the plan

The purpose of the plan is to show how Bishop Stopford's School intends, over time, to increase the accessibility of our school for pupils who are disabled. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

All staff at Bishop Stopford's School value the presence, participation and achievement of all its pupils and will work with them, their parents / carers and with other professionals to ensure they are successful and happy during their time with us. Bishop Stopford's School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life. We recognise the diversity of the city and country in which we all live and seek to celebrate difference both in the content and delivery of the curriculum.

This accessibility plan forms an essential part of our work to promote an inclusive environment at Bishop Stopford's School.

Key Objective:

To reduce and eliminate barriers to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Bishop Stopford's School has an Admissions Policy and a SEND Policy which include provisions that are designed to remove barriers on entry to the school for pupils with special needs and/or disabilities.

Pupils with disabilities and their parents are regularly consulted to ensure the learning environment is user-friendly and appropriate to fully support the pupils in their learning experience. Each pupil's individual needs are specifically addressed, for example, pupils leave lessons early on route to their next lesson (care plans).

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.

This Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Bishop Stopford's School.

Definition (Equality Act 2010)

"A person has a disability if he or she has a physical or mental impairment that has a substantial and longterm adverse effect on his or her ability to carry out normal day to day activities"

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Disability Discrimination Act (DDA), 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes pupils with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), Dyspraxia, diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

What will the Accessibility Plan do?

The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy the SEND Information Report and the SEND Policy, both of which are published on the school website. We are committed to providing an environment that wherever possible enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, 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 reinforcing our culture of inclusion, support and awareness within the school.

The Accessibility Plan contains 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 prepared for life as are able-bodied pupils. This encompasses 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 and maintain 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 the 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.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- The implementation of the SEN code of practice 2014

- Advanced planning for pupils based on good information from primary partners
- Liaison with external services and agencies regarding individual pupils
- Providing interventions and in-class support
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.)
- Developing good/outstanding learning and teaching across the school.
- Progress checks and academic mentoring enables all pupils to discuss their learning and take responsibility for progress.
- Ensuring that school visits and trips are accessible for all pupils wherever possible
- Using a range of teaching methods and styles to facilitate access for all pupils

For example: appropriate use of language; questioning techniques; pair work; group work; 'mind- friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic and text.

Whole Staff Training

Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

Audit

We know that we have a number of parents and other users of our site with a range of disabilities. We recognise that there will be some families where there is a disability about which we have no knowledge. We have good links with our feeder primary schools and we are made aware of the number of pupils with disabilities who live in our area. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum.

Bishop Stopford's School recognises and implements ISI Regulatory Standards 98 on special educational needs and disability.

ISI Regulatory Standard

98 (a) Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum.

98 (b) Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled.

98 (c) Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

The Senior Leadership Team regularly monitors the efficiency and effectiveness of all accessibility planning.

The Accessibility Plan

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Equality and Diversity Policy
- Health and Safety
- SEND Information Report
- SEND Policy
- School Improvement Plan

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Senior Leadership Team regularly monitors the efficiency and effectiveness of all accessibility planning.

As required by all public bodies, Bishop Stopford's School construction work is undertaken by approved contractors and under the direction of the LDBS school architects. This ensures that building regulations are followed within a legal framework and that the legislation covered by the Disability Discrimination Act is implemented.