

Accessibility Policy and Plan

The Bishop of Winchester Academy



Sapere Aude

Document Control Table	
Policy Title	Accessibility Policy and Plan
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Linked Policies (if any)	<ul style="list-style-type: none"> • Curriculum Statement • SEND Policy
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History			
V	Date	Author Code	Revision Summary
			Last approved Lent 2023
2	Lent 2025	NMO	Review of document. Addition of control table. Adjustment of review date to triennial in line with DfE recommendations. Minor grammatical corrections to S1-3. Inclusion of the Accessibility Plan Annex within the document as Annex A and bullets amended: 'Effective exchange of information to <i>safeguard our students.</i> ' 'Clear information including disabled parking availability, accessible WC provision, <i>evacuation procedures in event of a fire</i> '

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Sponsors' Statement

All The Bishop of Winchester Academy policies exist to support the Sponsors' vision, Christian ethos and values that are embedded in the day-to-day and long-term running of the academy. Each policy evidences the commitment of the Sponsors to the principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope. This policy contributes to the development of young people and the community through all Academy activities.

1 Introduction

As a Church of England Academy, the Christian ethos of love, respect, care and forgiveness for all members of the community, will be promoted throughout The Bishop of Winchester Academy. All students should be provided with a safe and secure learning environment, promoting a climate where students feel confident about sharing any concerns they have, enabling to achieve their full potential.

2 Policy Statement

The Equality Act 2010 requires all schools and academies, including The Bishop of Winchester Academy ("the Academy"), to publish an Accessibility plan. The plan must cover the actions needed to improve accessibility in 3 key areas:

- increased access to the curriculum for disabled pupils;
- improvements to the physical environment to increase access to education and associated services; and
- improvements in the provision of information for disabled pupils where it is provided in writing for non-disabled recipients.

This plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.

3 The Principles Behind this Policy

The academy has high expectations of all students and provides every student a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students. As such this endorses the key principles in the statutory inclusion statement in the National Curriculum, which underpin the development of a more inclusive curriculum. The Bishop of Winchester Academy is committed to:

- Setting suitable learning challenges and tailoring our curriculum offer to the needs of the individual
- Responding to students' diverse learning needs and ensuring equality of access
- Consulting with appropriate support agencies and thus reducing potential barriers to learning and assessment for individuals and groups of students.

The academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

Our policy is also in compliance with the Equality Act 2010

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan (Annex A)

4 Annex A: Accessibility Plan

Objective Increasing the extent to which disabled pupils can access the Academy curriculum			
Actions/Strategies	Frequency	Success Criteria	Monitoring and Evaluation
Regular review of curriculum to review full accessibility.	Yearly	Removal of barriers to learning and participation.	Annually – ALT and Department Heads
High expectations of all students.	Ongoing	Higher achievement by all.	All staff
Introduction of specialist courses/provisions for targeted students (where appropriate).	Ongoing	Higher achievement by all.	ALT, Heads of Year, SENCo
Staffing to allow smaller classes in lower sets.	Ongoing	Fewer underachieving students.	ALT, Heads of Department
Classroom organisation (strategies to meet immediate short-term needs usually already in place – they have been applied before in similar cases).	Ongoing	Classrooms optimally organised for students with disability.	All staff
Quality first teaching and assessment for learning.	Ongoing	Students working at their own level and knowing how to achieve their target.	Class teachers
Range of learning and teaching strategies facilitated by high quality ICT.	Ongoing	Students working at their own level and knowing how to achieve their target.	Class teachers
Deployment of auxiliary aids and personnel (SEN Department) (where appropriate).	Ongoing	Students may be supported by LSAs (Learning Support Advisors) if appropriate.	Class teachers, SENCo
Information and training for staff (SEN Dept and outside agencies).	Ongoing, delivered at appropriate times during the academic year	Teachers and LSAs have the necessary training to teach and support students in the Academy with disabilities or SEN.	SENCo
The Academy will continue to seek and follow the advice of LA services, such as specialist teacher advisers and appropriate health professionals from the local NHS Trust	Ongoing	Additional support for disabled students.	

Objective
Improving the physical environment of the Academy to increase access to education and associated services

Actions/Strategies	Frequency	Success Criteria	Monitoring and Evaluation
Servicing and maintenance of lifts around the Academy.	Annually	Part of annual service and maintenance programme.	Facilities staff
Servicing and maintenance of fire alarm to ensure that it meets the needs of persons with hearing impairments.	Annually	Part of annual service and maintenance programme.	Facilities staff
Servicing and maintenance of disabled call points.	Annually	Part of annual service and maintenance programme.	Facilities staff
Surveying the state of pathways.	Termly	To ensure safe access around the Academy site.	Facilities staff
Reporting and spillages or damage to property.	Ongoing	To ensure the site remains safe and secure.	All staff
The Academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises; such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (DfE Guidance 'Accessible Schools').	Ongoing	To ensure the health, wellbeing and safety of students.	Facilities staff, ALT, SENDCo

Objective
Improvements in the provision of information for disabled pupils

Actions/Strategies	Frequency	Success Criteria	Monitoring and Evaluation
Examination papers are modified, where necessary.	Each year	Pupils can access exam papers.	Exams officer
Resource material is modified, where necessary.	Ongoing	Staff following advice and pupils are receiving modified resources.	Class teachers
Pupils assessed for exam access arrangements, where appropriate.	Ongoing	Pupils can access examinations.	Class teachers, SENCo, Deputy SENCo
Liaison with external agencies where students are placed (e.g. alternative provisions, work experience, etc.).	Ongoing	Effective exchange of information to safeguard our students.	ALT, SENCo, Heads of Year
Information for visitors with disabilities in writing on arrival.	Ongoing	Clear information including disabled parking availability, accessible WC provision, evacuation procedures in event of a fire etc.	Admin staff