



**Bishop John Robinson**  
Church of England Primary School

## Accessibility Policy

**B**e the best we can;

**J**oin in Learning, Play and Prayer;

**R**emember God's Word

*"Jesus is the Anchor of my Soul." Hebrews 9:16*



The Diocese of  
Southwark

  
ROYAL *borough of*  
GREENWICH

## Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this, we teach everyone *"Whatever you do, work at it with all your heart"* (Colossians 3:23) by;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. The bible teaches us God will *"Instruct us in the way of knowledge and wisdom and lead us along straight paths"* (Proverbs 4:11). To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. Play is the foundation for learning compassion and the Golden Rule *"Do to others as you would have them do to you"* (Luke 6:31). To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We should *"Always be joyful. Never stop praying. Whatever happens, give thanks, because it is God's will."* (Thessalonians 5:16-18).

We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way they should go, And when they are old they will not depart from it"* (Proverbs 22:6) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

In all aspects of school life, our school vision is key to ensuring that Bishop John Robinson CofE Primary School offers the best education money can't buy. Our history and naval links, our entire spiritual and ethical ethos, and our approach to the school's curriculum is rooted in our individual and corporate identity: *"Jesus is the anchor of my soul."* (Hebrews 9:16).

At Bishop John Robinson Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Objectives**

Bishop John Robinson Primary School is 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Bishop John Robinson Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and

cultural activities or schools 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 pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Bishop John Robinson Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Management Policy
- Continence and Changing Pupils Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan will be published on the school website and will be monitored through the Full Governing Body. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Inclusion Leader
- School Business Manager

#### **Update and Review**

This policy was updated in March 2021

It is due for review in March 2022

Objectives	Actions	Timescale	Priority	Responsibility of	Cost	Budget	Success Criteria	Monitored by
Improve working environment for pupils with visual impairment	Incorporate appropriate colour schemes when refurbishing, Acquire iPads from VI Advisory Service for use by children with VI.	Ongoing	3	Seek advice from LA building Surveyors. Liaise with VI advisory service.	Unknown	Inclusion	VI pupils are able to work independently in all teaching areas	Headteacher and Governors
Ensure that the school is ASD friendly	Continue to implement ASD friendly strategies – ensure that all teachers have access to appropriate training, support and resources	Ongoing	2	All staff INSET session	None	n/a	Children with ASD are successfully included in all aspects of school life.	Headteacher and Governors
Ensure that the school is Dyslexic Friendly	Continue to implement dyslexic friendly strategies – ensure that all teachers have access to appropriate training, support and resources	Ongoing	2	All staff INSET session	None	n/a	Children with Dyslexia are successfully included in all aspects of school life.	Headteacher and Governors
Blinds	Classrooms to have blinds priced up, to avoid glare.	Summer 2021	2	Premises Team	tbc	Premises	Teaching and learning is not hampered by sun glare.	Business Manager and Governors
Classroom Organisation	Ensure classrooms are optimally organised to promote the participation and independence of all pupils. Review and implement a preferred layout of furniture and equipment to support the learning process in individual	Ongoing	2	SLT	tbc	Furniture	Pupils are able to access resources. Classrooms are clear and tidy. Breakout spaces available for pupils.	Headteacher and Governors

	class bases. Use of visual timetables							
Staff Awareness of Disability	Ensure all staff have access to training for awareness raising of disability issues. Provide training for governors, staff, pupils and parents. Use performance management to determine current status of school and to identify training requirements of staff.	Ongoing	2	Inclusion leader	tbc	Inclusion	Whole school community aware of issues relating to access.	Headteacher and Governors
School trips and journeys are accessible to all	a) Develop guidance for staff on making trips accessible b) Investigate suitability of locations that are accessible for school journey.	Ongoing	3	EVC	None	n/a	All pupils are able to join school trips.	Headteacher and Governors
To be fully DDA compliant.	Complete all Priority1 tasks from Premises Inspection report and action plan and monitor progress of other tasks.	Ongoing	1	Premises Team	tbc	Premises	School is compliant with DDA	Headteacher and Governors
To maintain clear unobstructed circulation routes/emergency escape routes.	Ensure coats, bags etc. are securely fastened on hooks Remove obstructions to fire exits and to fire alarm break glass contact and ensure access to all fire safety devices are clear of obstructions at all times.	Ongoing	1	SLT	None	n/a	Corridor floors are clear of obstructions. Fire exits are unobstructed	Headteacher and Governors
Ensure that all disabled pupils can be	a) Put in place Personal Emergency Evacuation Plans for all disabled children b) Develop	Ongoing	1	Headteacher	None	n/a	All disabled children, visitors and staff working	Headteacher and Governors

safely evacuated	a system to ensure all staff are aware of their responsibilities c) Review regularly to ensure that all new staff are aware of procedures.						with them are safe and confident in event of fire, or other evacuation.	
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