




The Bridge Short Stay School

Accessibility Plan

Lead responsibility for policy	Rachel Biasillo/Kate Roberts Date: May 2021 – May 2024
Approved (Head Teacher)	 Date: 14 th June 2021
Date policy due for review	May 2022

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils and pupils with special educational needs can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We aim to ensure that the correct package of support is placed around every student to meet their individual needs when they leave our school to either transition back to a mainstream setting, a specialist provision or to a post-16 provision.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability or SEN</p>	<ul style="list-style-type: none"> • Our school offers an adaptive and personalized approach to provision for all pupils • We ensure there are no barriers to students with SEN enjoying the same activities as students without SEN • All students participate in off-site PE activities which caters for all abilities • Personalised adaptations are made to individual timetables • Curriculum is designed to minimize disruption to learning and to support a successful transition back to mainstream or a specialist setting. All students are treated equally regardless of need or difficulty • Every student's induction process includes a holistic assessment of student need which informs strategies which are regularly reviewed in order to evaluate and collect evidence of impact of support. This forms the keystone of our graduated approach to identifying and supporting SEN. 	<ul style="list-style-type: none"> • Implementation of a school-wide CPD programme focusing on Quality First Teaching, including multi-sensory strategies and precision teaching techniques • Further development of range of interventions available via targeted CPD and acquisition of resources, such as RWI Fresh Start, Dyslexia Screening Tool, Numicon, and SLCN progression framework, in order to further level the playing field for students with learning difficulties 	<ul style="list-style-type: none"> • SENDCo • SENDCo 	<ul style="list-style-type: none"> • End of academic year 2022 • End of academic year 2022 	<ul style="list-style-type: none"> • All lessons observed to be 'good' or better during focused learning walks and SEND audit • SEND students make similar levels of progress to that of their non-SEND peers • Lead member of intervention team fully qualified/trained in their respective areas with all planning/monitoring to a 'good' standard or better

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment has been adapted to ensure more areas of the school are physically accessible for people with disabilities through the acquisition of 2 mobile units. These include</p> <ul style="list-style-type: none"> • Ramp access with handrails • Disabled toilets and changing facilities • Wider doors to allow wheelchair access <p>Low stimulus areas have been created for students with sensory needs</p>	<ul style="list-style-type: none"> • Creation of a separate entrance to the school field from the mobile classrooms. • Purpose built school which is DDA compliant and offers students a low stimulus environment which fosters a culture of learning and achievement 	<p>SBM</p> <p>Head teacher, LA commissioners, SBM, SMO</p>	<p>Summer term 2021</p> <p>Sept 2022</p>	<p>New gate is installed which allows pupils access to the school field without having to use the main building.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Use of coloured overlays • Visual timetables • Larger fonts • Approved access arrangements adjustments • Pictorial or symbolic representations 	<p>Identify suppliers of information available in accessible formats</p> <p>Work with parent/carers and young people to ensure the school website is presented in a family friendly way</p>	<p>Office Administrators</p>	<p>Sept 2021</p>	<p>The school has readily available resources to support delivery of information to pupils with a disability</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Management Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy