



## Accessibility Plan and Policy

<b>Signed:</b>	Hazel Simmons
<b>Position:</b>	Headteacher
<b>Chair of Governors</b>	Tim Coulson
<b>Signed</b>	<i>T. J. Coulson</i>
<b>Date Agreed:</b>	September 2020
<b>Next Review:</b>	July 2021

## **THE BRIDGE SCHOOL DISABILITY EQUALITY AND ACCESS ACTION PLAN 2018-19**

The Bridge School is committed to ensuring that, wherever possible, people with disabilities should have the same opportunities as people non-disabled in their access to education.

The Bridge School promotes an ethos which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The Bridge School will promote a culture of tolerance and inclusion. By means of accessibility planning, The Bridge School seeks to review the accessibility of provision for all pupils, staff and visitors to the school, to improve the provision where there is scope for improvement and to respond to unforeseen needs as they arise by adapting and amending the Accessibility Plan.

The following areas will be included in the Accessibility Action Plan:

- Increasing access for students with a disability to the curriculum. This will include teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits.
- Improving access to the physical environment of the school. This will include improvements to the physical environment of the school and physical aids to learning.
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include planning to make written information more accessible by considering the disabilities of recipients and their preferred formats.

The Accessibility Plan will be reviewed and evaluated on an annual basis. The Plan will be amended after each annual review.

The Bridge School recognises the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

- Health & Safety
- School Improvement Plan

### Improving Access to the Physical Environment

<u>Targets</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Outcomes</u>
School is aware of the access needs of disabled children and staff	Ensure that policies and procedures reflect the needs of disabled children and staff	On going	SLT	The school is able to respond to emerging needs of disabled students and staff
Ensure that all disabled pupils can be safely evacuated	Ensure all staff are aware of access points for disabled	On going	SLT	All disabled children and staff, and staff working with them are safe and confident in the event of a fire or other causes of evacuation
Improve access through the school	Seek funding to improve access within school. Whenever building work is undertaken we will seek to improve access in that area	On going	SLT	Improved access through school
Assist any hearing-impaired children or staff/adults	Provide hearing loops in classroom if necessary	As required		Equipment installed if necessary
Improve access for visually impaired students/adults	Yellow paint on steps. External lights working, place yellow/black hazard tape on poles if required.	As required		

<u>Targets</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Outcomes</u>
Signage around school to be accessible to all including braille if necessary	Plans for welcome signs to be accessible to all	On going	Premises staff	

### Improving Access to Information

<u>Targets</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Outcomes</u>
School website to be accessible and comply with current statutory requirements	Website kept up to date	Ongoing	Admin	Parents/carers feel confident in the information they have about the school

### Improving Access to the Curriculum

<u>Targets</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Outcomes</u>
Ensure all new staff have access to training for SLD/PMLD, SEND, Health and Safety.	Database of all training undertaken. Teachers and TA's to access relevant courses as available	From start of employment		Raised confidence and knowledge for all educational staff
Ensure specified curriculum areas include a PHSE module with reference to disability issues	Review present life skills and citizenship modules to make sure they reflect disability equality issues relevant to our students.	Ongoing	SLT	All schemes of work and medium plans are in place and updated and reflect disability equality issues.

<u>Targets</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Outcomes</u>
Ensure all students with disabilities are given the opportunities to participate in all educational and leisure activities.	Open access to all activities with appropriate support		SLT	