



Accessibility Plan

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

We are part of the New Bridge Trust that considers everyone’s right to educational whatever disability they have. We also regularly review the Equality & Inclusion Policy to ensure students are supported.

The plan will be made available online on the MATs school website, and paper copies are available upon request.

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. We work with the local and out of borough authorities to ensure the pupils are individually supported.

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/carers, 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.



Accessibility Plan

Increasing the extent to which pupils with disabilities can participate in the curriculum

Priority	Lead Person	Strategy/Action	Resources	Time	Success Criteria
All curriculum policies are reviewed annually and each curriculum lead implements a subject development plan, scheme of work and a curriculum policy in addition to the risk assessment for their particular areas	Curriculum Leads	Curriculum leads meet weekly with the Executive Head.	Time	On-going	Ensuring a curriculum that meets the needs of all learners and which is accessible to all learners
Training for staff on differentiating the curriculum	Curriculum Leads	Undertake an audit of staff training requirements.	Training time	In place & on-going	Increase in access to the curriculum. Needs of all learners met
Appropriate use of specialised equipment and assessment of pupil need	Curriculum Leaders	Objects of reference in specific classrooms. Ipads available for each student.	Specialist equipment as listed	On-going	Increased access to the curriculum Needs of all learners met
All out-of school activities are planned to ensure, where reasonable, the participation of the whole range of young people	Group Leader	Review all out-of-school provision to ensure compliance with legislation Ensure activities are conducted in an inclusive environment with providers that comply with current and future legislative requirements	Risk Assessments carried out and trips/visit forms completed.	On-going On-going	Increase in access to all activities out-of-school
Play/Outdoor facilities	Premises/ Business Team	To enable pupils to enjoy play we need to improve our play facilities	Cost of equipment Maintenance	In place & On-going	Increase in play activities
ICT	Business Team & IT	ICT development plan in place and regularly updated	Time	On-going	Increase in Technology across the organisation

Priority	Lead Person	Strategy/Action	Resources	Time	Success Criteria

Improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided

Priority	Lead Person(s)	Strategy/Action	Resources	Time	Success Criteria
Access into our premises and reception to be fully compliant	Premises Team/H&S	Designated disabled parking.		Complete	Physical accessibility of the organisation increased.
Independent access within our premises	Premises Team/H&S	Lift regularly maintained. There are a number of bathroom facilities that are DDA compliant		Complete	Physical access to the school increased. Physical access to our premises increased.
Independent access within our premises (continued)	Premises Team/H&S	Automatic fire doors throughout school Provision of accessible toilets with changing facilities	Regular assessment of fire doors throughout the organisation	On-going Complete	Accessibility of school. Young people access the premises independently

Improve the availability of accessible information for pupils with disabilities

Priority	Lead Person(s)	Strategy/Action	Resources	Time	Success Criteria
Ensure effective communication throughout the school day	HOS /Comms Managers	Operational Teams messaging system to all staff.	Maintenance	Complete	Ensuring access to information for all learners, parents, Governors and other users of the school

Priority	Lead Person(s)	Strategy/Action	Resources	Time	Success Criteria
	Comms team HOS	MIS in place across all sites	Time for development	On-going	
Availability of written material in alternative formats when specifically requested	Admin team	The New Bridge Group will where possible convert written information into alternative formats	Cost of translation/adaptation	On-going	Delivery of information improved
Make available school brochures, school newsletters, social media and other information for parents in alternative formats when specifically requested	Admin/Curriculum team	Review all current school publications and promote the availability in different formats when specifically requested	Ongoing	As requested	Delivery of school information to parents and the local community improved
Raise the importance of good communications systems	HOS/BM	To embed coms system in all areas	Finance	Ongoing	School is more effective in meeting the needs of pupils

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board & Head of School. It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy

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