



Accessibility Plan

1. Approval

1.1. This plan was approved by Directors at a meeting held on 3rd March 2015.

2. Introduction

2.1. This accessibility plan is drawn up in compliance with current legislation and requirements as detailed under the Equality Act 2010. It is designed to cover a three year period and the plan will be updated annually.

2.2. Our school is committed to providing an accessible environment which values and includes all young people, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

3. The accessibility plan will cover the following aims:

3.1. Increasing the extent to which young people can participate in the school curriculum - this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits/residential. It also covers the provision of specialist aids and equipment, emotional, dietary and cultural needs which may assist these young people.

3.2. Improving the physical environment to increase accessibility for members of the community with needs - this covers reasonable adjustments to the physical environment of the organisation and physical aids to access education.

3.3. Access to information - improve and make reasonable adjustments to the delivery of written information to young people, staff, parents and visitors with needs.

3.4. The Action Plan for physical environment relates to the audit of the buildings, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll-forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

4. Responsibilities

The governing body also recognises its responsibilities towards employees with disabilities, and will:

4.1. monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

4.2. ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.

4.3. undertake reasonable adjustments to enable staff to access the workplace.

5. Definition of disability under the Equality Act 2010



5.1. You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

6. Development and Review

6.1. The accessibility plan is guided by the principles and procedures in the Group's Equality Impact Scheme.

6.2. The plan will be reviewed annually by the Equality Impact Assessment (EIA) team to ensure it is effective.



Increasing the extent to which young people can participate in the school curriculum

Priority	Lead Person(s)	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 area	Curriculum Leads	Curriculum leads meet weekly with the Director of Standards.	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	JRI	Undertake an audit of staff training requirements.	Training time	In place & on-going	Increase in access to the curriculum Needs of all learners met
Training for staff on increasing access to the curriculum	JRI	Curriculum leads to identify how the curriculum may be adapted for young people with additional needs Year leads and pastoral teams to ensure up to date information about young people's needs is on the system to inform planning	Training time	On-going	Increased access to the curriculum Needs of all learners met
Appropriate use of specialised equipment and assessment of pupil need	Curriculum Leads	Board maker symbols available in classes for pupils to aid understanding Objects of reference in specific classrooms Use of PECs where appropriate Review of hydro pools	Specialist equipment as listed	On-going	Increased access to the curriculum Needs of all learners met
Audit of pupil needs	Pastoral Managers	Review the specific needs for pupils with a disability in terms of basic daily living skills, relationships and future aspirations	Time	On-going	Increase in access to all school activities for all

Staff training to meet pupil needs	JRI	Training for all staff on PMLD, MLD, SLD, Behaviour, Moving & Handling, Epilepsy etc.	Time	On-going	Increase in staff skills
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 Local Authority Evolve system in place	Risk Assessments carried out Evolve System Group Leader training	On-going On-going	Increase in access to all activities out-of-school
Classrooms are organised to promote the participation and independence of all pupils	Premises/ Business Team Health Team	Review of classroom layout and furniture for general use Specialised furniture through a referral system	Time General furniture to be purchased as reported Referral system for specialised furniture	On-going On-going	Increase in access to the curriculum
Play facilities	Premises/ Business Team	To enable pupils to enjoy play we need to improve on our play facilities	Cost of equipment Maintenance	ASAP	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



Improving the physical environment of our organisations to increase accessibility for members of the community with needs

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. Improvement required on doors fitted to main entrance at the school site and Learning Centre Zebra crossing to ensure safety of all outside of school	Cost of doors	Complete ASAP Complete	Physical accessibility of the organisation increased. Main entrances are fully accessible. Safety of all members of the community
Independent access within our premises	Premises Team/H&S	Wide corridors throughout the school and Learning Centre allowing access to all areas. Lift fitted and regularly maintained at the school site. Handrails fitted on corridors and other appropriate areas to support our young people. Curriculum areas are DDA compliant and include rise and fall facilities where appropriate Bathroom facilities are DDA compliant	Maintenance	Complete On-going Complete Complete Complete	Young people have independent access to all parts of the organisation. Physical access of the school increased. Accessibility of our premises. Physical access of our premises increased. Physical access of our premises increased.
Independent access within our premises (continued)	Premises Team/H&S	Automatic fire doors throughout school	Regular assessment of fire doors	On-going	Accessibility of school.



Priority	Lead Person(s)	Strategy/Action	Resources	Time	Success Criteria
		Fire compliant lift access to the first floor at the school site Provision of wheelchair accessible toilets with changing facilities	throughout the organisation Maintenance costs	Complete Complete	Accessibility of school. Young people access independently
Maintain Safe Access around exterior of the buildings	Premises Team/H&S	Ensure that pathways are kept clear of vegetation Make sure grounds maintenance areas are prioritised External signs and line markings	Maintenance costs Maintenance costs Cost and Maintenance	On-going On-going On-going	Young people able to move unhindered along exterior pathways.
Improvements to help people with hearing loss	Premises Team/H&S	Operational hearing loop system in place at the school site	Maintenance costs	On-going	Communication improved
Improvements to help the visually impaired	Premises Team/H&S	All room doors have symbol signage at the school site and Learning Centre External steps and manholes to be risk assessed as appropriate	Cost of signage Risk assessment & maintenance costs	Complete On-going	Increase accessibility for young people All areas monitored and maintained by the Premises Team/H&S
Signage to indicate access routes around school	Premises Team H&S	Signs indicate disabled parking bays Fire exits clearly marked	 Costs for updating at the Learning Centre	Complete Complete	Wheelchair users able to access the school Increase safety
Ensure effective access from poolside to water	Premises Team/H&S	Maintain disabled changing facility complete with hoist Mobile hoists are available throughout the school and within	Maintain pool and changing rooms	On-going	Physical accessibility of swimming pool increased



Priority	Lead Person(s)	Strategy/Action	Resources	Time	Success Criteria
		the swimming area for all users (including community users)			

Improving Access to information and making reasonable adjustments where necessary to ensure effective communication

Priority	Lead Person(s)	Strategy/Action	Resources	Time	Success Criteria
Ensure effective communication throughout the school day	HOS /Comms Managers	Operational VOIP tannoy system	Maintenance	Complete	Ensuring access to information for all learners, parents, Governors and other users of the school
	Premises team	Personal alarm system in place at the school and Learning Centre	Maintenance costs	On-going	
	Comms team	MIS in place across all sites	Time for development	On-going	
	HOS	Employing an EAL manager to improve communication with families	Cost	Complete	
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
	EAL team	EAL team able to communicate with families on a daily basis	Time	On-going	Communication to EAL families more effective
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested	Admin team	Review all current school publications and promote the availability in different formats when specifically requested	Time	As requested	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring	VI	Get advice on alternative formats and use of IT software	VI	On-going	Delivery of school information to pupils and



Priority	Lead Person(s)	Strategy/Action	Resources	Time	Success Criteria
accessibility for pupils with visual impairment		to produce customised materials			parents with visual difficulties improved.
Raise the importance of good communications systems	Ops Director	To employ a communicator	Finance	ASAP	School is more effective in meeting the needs of pupils

