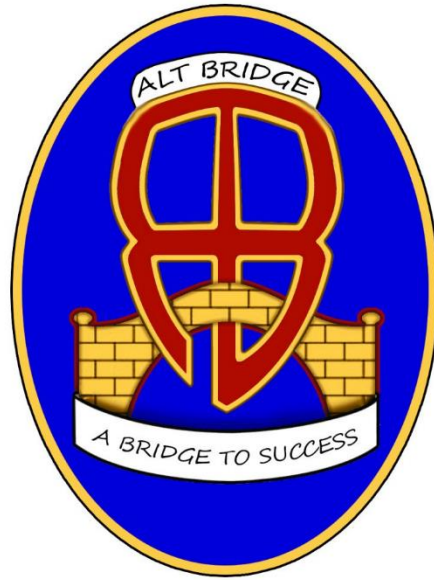


# Alt Bridge School



## Accessibility Plan

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<b><i>Approved by</i></b>	Full Governors	<b>Date:</b> 07.11.2024

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## Statement of intent

This plan outlines how Alt Bridge aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. The Accessibility Audit

The governing board will undertake an Accessibility Audit at least every three years. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

**[Please note that the actions in the tables below are examples only. You must amend the content of the tables to reflect your school's actions.]**

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Staff members would benefit from further training in relation to communication strategies for SLD students.	Train staff working with SLD students in the use of Makaton.	Inclusion and safeguarding leader	Spring 2025	Students with SLD who may be non-verbal develop methods of communication with staff and other students in school.	Summer 2025
	Assessment of our learners needs to match the curriculum and the needs of students to demonstrate progress.	MAPP assessment to be introduced.  AET progression guidance to be embedded to support IEP writing and EHCP reviews.	SEND strategy leader and curriculum and assessment leaders.	Summer 2025	Assessment will clearly demonstrate progress for all learners or barriers to progress so that these can be addressed.	Autumn 2025
<b>Medium term</b>	The school continues to develop whole school approaches to benefit the inclusion of students with Autistic Spectrum Conditions.	Achieve the higher level National Autistic Society award following on from our advanced status.	SEND strategy leader	Summer 2026	ASC students will be effectively included and well regulated within our setting.	Autumn 2026

<p><b>Long term</b></p>	<p>The curriculum strands for the semi and informal curriculums needs further development.</p>	<p>Training for Leaders in leading the EQUALS curriculum.</p> <p>Training for staff in delivering the EQUALS curriculum through child-led approaches.</p> <p>Working with the EQUALS consultant to advise on school practices and support school development work.</p>	<p>Curriculum leader for the informal and semi-formal curriculums.</p>	<p>Work ongoing</p>	<p>Staff members have the skills to deliver the EQUALS curriculum approaches with confidence and competence.</p> <p>Students access a child-led curriculum which is suited to their needs and gains the best outcomes for learning.</p>	<p>Autumn 2027</p>
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## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	The physical environment needs to be enhanced to improve accessibility of learners with ASC.	Sensory boxes to be refreshed in all classes.	SEND strategy leader	Spring 2025	Students have easy access to sensory resources in all classes to aid regulation.	Summer 2025
<b>Medium term</b>	Learning environment for wheelchair users needs to be made more accessible.	Install automatic opening doors on two classrooms.  Adapt foyer area, provide a ramp to the upper floor.	SBM	Summer 2026	Learning environment is accessible to wheelchair users	Autumn 2026
	Toilets to continue to be developed to be accessible and more disabled toilets.	More disability friendly toilets to be introduced over time.	SBM	Summer 2026	Access to toilets is increased	Autumn 2026
<b>Long term</b>	Children with physical disabilities find some areas in school difficult to full access.	Construction work undertaken on foyer.  More automatic doors to be	SBM/building contractors	Summer 2027	School buildings are fully accessible	Autumn 2027



		<p>installed over time.</p> <p>Doorways widened on new projects.</p> <p>Lift for main building to be installed.</p>				
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### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Information in policies to become more accessible.	Pupil and parent-friendly short versions of policies to be created and shared both in document and video form.	SLT	Spring 2025	Students and parents develop a deeper understanding of our key policies.	Summer 2025
	Signage in school to be updated for all to improve adherence to key messages	Key signs to be provided using Widgit symbols and visuals.	SEND strategy leader	Summer 2025	All students will have more information available regarding routines around school.	Autumn 2025

<b>Medium term</b>	Written information for VI students to be made available in Braille	School to commission texts and information in Braille where needed.	School office	Summer 2025	School is aware of local services for converting written information into alternative formats	Autumn 2025
<b>Long term</b>	School website to develop accessibility	Audit of website. Creation and use of more video tours and explanations of key policies/messages. Selected Dyslexia font applied to website.	SLT	Summer 2027	Website is fully accessible	Autumn 2027

### **Monitoring and review**

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is May 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.