



ACCESSIBILITY PLAN

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| Approved by | Marie George, Senior Strategic Lead |
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The Bridge Academy - All age Alternative Provision Accessibility Plan

Everyone, Everywhere and Every time

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1. Aims

The Bridge Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. 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

At **The Bridge Academy**, our mission is to ensure that all students that attend our Academy, are **School Ready, Work Ready** and **Life Ready**, prepared for transition of academic challenges ahead, but also with the essential social, and emotional skills needed to thrive within, and beyond, the classroom.

We have five **RAISE** values that are understood and demonstrated by Everyone, Everywhere, Every time. They are:



The plan will be made available online on the 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.

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, and staff 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.

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 Include established practice, and practice under development | OBJECTIVES State short, medium and long-term objectives | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|---|---|---|---|---|---|
| 1. Increased access to the curriculum for pupils with special educational needs (SEND) or disabilities tailoring the curriculum as necessary via quality first teaching to ensure that all students with additional needs are as equally, prepared for life as able-bodied students. | Curriculum and timetables are adapted with shorter lessons, reduced curriculum offer and wider enrichment offer to better meet the needs of our pupils. | Further in lesson adaptations are made to ensure greater access and engagement with the curriculum. | Whole school training is planned in advance to support the primary needs of students with SEND. Share good practice quality first teaching and adaptive teaching strategies for a range of special educational needs and disabilities and incorporate these into CPD for whole school SEND training. | Senior Leadership Team including SENCO | Annual SEND training based on cohort and staff needs. | Lessons are fully adapted to support all learnings to achieve increased access, engagement, success and progress. |
| 2. Improve and maintain access to the physical environment | School is currently single level, with no stairs. Ramps are present at all slopes. | | | | | |
| 3. Improve the delivery of information to pupils with special | All classrooms have large, clear signage and codification is used widely across the school building. | Resources/reprographics to support with any large print/adapted resources that are required. | Staff training and guidance on adaptation of resources. Classroom | SENCO (in collaboration with SLT and line attach) | Training Autumn Term 2024 and | Continuously monitored and addressed as appropriate. |



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| educational needs and disabilities | Visual timetables are used and are available for all pupils to see. | | observations/book looks, etc to monitor | | ongoing monitoring | |
| | | Use of adaptive technologies to support students in their learning needs. | Staff training on use of technology to assist learning. Classroom observations/book looks, etc to monitor | SENCO (in collaboration with SLT and line attach) | Training Autumn Term 2024 and ongoing monitoring | As we roll out the iPad provision we will continuously explore and identify additional elements which will support our learners further. |
| 4. The Bridge Academy meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010). | One Page Profiles are available for all pupils which states adaptations and support strategies. SEND information is available to view (e.g. Provision Maps, EHCP's, specialist reports) on Class Charts. | All students identified with SEND have a personalised passport stating what reasonable adjustments are needed and these adjustments are visible within the classroom/learning environments. | Ensure that all staff have access to One Page Profiles, are using them and updating them regularly. | SENDCO (in collaboration with the SLT and Line Attach) | Autumn 2024 for access, regularly throughout the year for updates. | SEND information is available and successfully used to further support pupils. |
| | | Provision maps are used to set and review targets for all pupils at least 3 times a year. | Support teachers to set and review targets and provisions via Provision Map and use assessment information successfully to monitor progress. | SENCO (in collaboration with SLT and Heads of Key Stage) | | |

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 Head of School and the Senior Strategic Leader.

It will be approved the Senior Strategic Leader

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

