

Assessability Plan 2022-2025




ACCESSIBILITY PLAN

LEADERSHIP RESPONSIBILITY: MRS S CHESHIRE

DATE: SEPTEMBER 2023

REVIEW DUE: SEPTEMBER 2024

HEADTEACHER

SIGNED: 

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Introduction

This plan is written for Bridge Learning Campus, a Trust in Learning Academy and meets the needs of the TiLA Accessibility Policy.

The Equality Act 2010 places a duty on the responsible bodies of all schools to plan to increase the accessibility of their individual schools for disabled students and prospective disabled students and to have a plan to meet this duty.

The definition of a disability under the Equality Act 2010 is 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.

Policy Aims

BLC will seek to ensure that the following aims lie at the heart of our practice:

- not to treat disabled students/staff/parents and visitors less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.
- to ensure all students/staff/parents and visitors will have care, courtesy and commitment within their school community
- that the academy has a curriculum that meets individual student needs

Policy

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils	The curriculum is designed to meet the needs of all learners, with assumption that all learners will or	Short-term: Ensure that curriculum continues to meet learners' needs; including	Ongoing curriculum reviews, Maintain up-to-date knowledge	Heads of Department Assistant Headteacher	Ongoing	Curriculum review documents show progress

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with a disability	<p>exceed age-related Expectations (AREx), when barriers to learning are removed.</p> <p>-We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>-Curriculum resources include examples of people with disabilities</p> <p>Regular review of curriculum by dept heads to ensure full accessibility Classrooms/PE halls optimally organised for pupils with physical or sensory disability.</p>	<p>those with disabilities.</p> <p>Long-term: monitor effectiveness of curriculum and progress of pupils.</p>	of curriculum developments.	(Teaching & Learning/Curriculum)		<p>is being made.</p> <p>Outcomes</p>
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Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>Differentiation is evident across the school, with teacher, resources and support being adapted to meet pupils' needs. Coloured overlays, books and paper are available for pupils with specific learning difficulties. Laptops are used by pupils who cannot complete extended writing by hand, exam concessions</p>	All pupils to have equal access to the curriculum, regardless of disability or learning difficulty.	<p>Ongoing monitoring of differentiation across the Campus through learning sweeps, book scrutinises and less observation.</p> <p>Referrals for pupil support to be made through</p>	<p>SLT</p> <p>SENCo</p>	Ongoing	Quality assurance feedback will show that specific groups' and individual pupils' needs are met.

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	are in place. extra adults are used to support pupils who need additional time or scribing for assessments. Adaptations to physical activities can be made through adapted instruction; mixed pairing; modified game rules and adaption to equipment.		the SEN department who will purchase and distribute specialist resources as needed.			
	Support staff are deployed to ensure that pupils with physical disabilities are able to access the curriculum (in addition to evacuation and Health and Safety needs mentioned below) and provide additional support in practical subjects.	All pupils to have equal access to the curriculum, regardless of disability or learning difficulty.	Support staff timetables reviewed on a two-termly basis or as needed.	SENCo/Deputy Inclusion	Ongoing Timetables in place for Sept, Jan and April each year	Support provided as per pupils' Education, Health and Care Plans

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	Pupils with disabilities have Personal Learning Plans / Passports written and disseminated to all staff working with them.	All staff to be aware of pupils' needs in order to differentiate appropriately.	New pupils' plans written on entry. Existing plans updated as needed if needs change.	SENDCo	Ongoing New pupils by October	Plans written stored on SharePoint / Edukey and disseminated to teaching staff.
	Staff liaise with outside agencies to ensure access to the curriculum is maximized for pupils with disabilities. These services include, but are not limited to: Bristol Autism Team, Sensory	Ensure effective support of more complex needs. Work effectively with outside agencies	Referrals made as needed. Respond to external agency contact.	SENDCo Pastoral Leaders	Ongoing	Record of external agency referrals and involvement. All external agency

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	Support Services, CAMHS, Educational Psychology Services.					requests responded to in a timely manner.
Improve and maintain access to the physical environment	BLC is a PFI school managed by Skanska Facilities Management who are responsible for maintaining the premises and grounds. The school was built in 2008 and met all building regulations in place at that time, including accessibility. Disabilities toilets, ramps and lifts are in place.	Long term – ensure the premises are maintained in line with various regulations.	Ongoing review with regular meetings and relevant certification as evidence that systems and equipment have been suitably maintained.	Skanska, Business Manager and Trust in Learning		No access issues. Skanska to ensure they update and provide appropriate access.
	Automatic lighting in all areas. Adjustable desks / tables accessible to all. Automatic door release to support emergency evacuation.	Long term – ensure Skanska maintain equipment in line with various regulations.				All maintenance records are held and presented at each Health and Safety Annual audit. Life cycle of equipment process is in place.

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Improve and maintain access to physical environment			Been suitability maintained.			
	Risk assessments for those individuals whose movements	Ensure risk assessments are in place and	Review PEEPs through	School Business Manager	Ongoing	Risk assessments and Personal

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	are compromised by their disability (PEEPS).	reviewed on a regular basis in line with accessibility requirements and legislation.	external H&S reviews.			Emergency Evacuation Plans in place and links to Arbor.
	The medical conditions of students affecting Health and Safety and site accessibility are known on a need to know basis by the Headteacher and Senior Leadership Team.	Appropriate communication channels are in place to ensure all health requirements are met.	Care plans in place and reviewed annually and accessed through external Health and Safety reviews and audits.	SENCo / First Aid	Ongoing	Care plans in place, linked to pupil's Arbor.
	Emergency Procedures – there are regular documented checks and practice via Skanska and the school.	To ensure regular testing of equipment processes are in place and emergency evacuation practices are carried out and reported.	Skanska undertake testing of equipment and provide evidence. Emergency evacuation practices are undertaken once per term and findings reported to Health & Safety Committee and SLT.	Skanska / School Business Manager	Ongoing	Up to date certificates held in premises log book and available at each Health and Safety Committee Meeting. Evacuation practices are undertaken 6 times per year and reports available. Reviewed, audited and assessed by external Health & Safety advisors.

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Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Improve the delivery of written information to pupils.	All information given to pupils is backed up by verbal information from staff. All pupil communication is checked for accessibility and individual pupil needs are catered for (eg material printed on coloured paper)	To ensure that all written communication given to pupils is able to be accessed by all.	<p>Training provided by SEND department on the range of literacy and visual need differentiating for.</p> <p>SEND department to give support to alternative communication such as social stories and visual symbols.</p> <p>Pupil Passport disseminated to staff.</p>	<p>Class teachers</p> <p>SENDCo</p>	Ongoing	All pupils are able to access written information.

Communication of Policy to Stakeholders

This plan will be available on the Bridge Learning Campus website and can be found as part of our Local Offer: <https://www.bristol.gov.uk/web/bristol-local-offer>

Monitoring, Evaluation and Review of the Policy

The actions in this plan will be monitored on an ongoing basis by the Assistant Head & SENDCo. Actions relating to the premises will be monitored on an ongoing basis by the School Business Manager in conjunction with Skanska.

The plan is due for review in three years.

Additional Information

This plan links to the following documentation and policies:

- TiLA Equality and Diversity Policy
- BLC Equality Statement
- BLC Equality Objectives
- BLC SEND and Inclusion Policy
- BLC Campus Improvement Plan

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Appendices

Appendix I: Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 floors	None	Skanska	N/A
Corridor access	Adequate corridor space	Ensure corridor space is not compromised or reduced by furniture.	SLT	Ongoing
Lift	Lift available in all zoned areas	Maintenance of lifts undertaken by qualified engineers and managed by Skanska.	Skanska / School Business Manager	Ongoing
Parking bays	Dedicated disabled parking bays in all car parks and clearly marked	None	Skanska / School Business Manager	Ongoing
Entrances	Entrance to the building are accessed by automatic double doors on a level access.	Regular maintenance schedule in place to ensure automatic doors are always in working order	Skanska / School Business Manager	Ongoing
Ramps	External ramps are in place located next to all raised steps.	None	Skanska / School Business Manager	N/A
Toilets	Sufficient number of accessible toilets throughout the building	None	Skanska / School Business Manager	N/A
Reception area	To maintain accessible reception areas that are well lit and clearly sign posted. Access to these areas are through automatic double doors Both reception desks are modified to meet Equality Act requirements.	None	Skanska / School Business Manager	N/A
Internal signage	All well signed posted and well lit	Regular maintenance schedule in place to ensure signage has not been damaged, defaced or removed and that lighting is in good working order	Skanska / School Business Manager	Ongoing
Emergency escape routes	Regulation compliant including evacuation aids	Annual maintenance and audits	Skanska / School Business Manager	Ongoing