



**Accessibility Plan  
2015 - 2018**

Document Control Information			
<b>Document Title, Issue, Date</b> Accessibility Plan 2015 – 2018			
<b>Review Period</b> Every 3 years		<b>Review Committee</b> Governors / Trustees	
Author	Summary of changes	Issue	Date Authorised
R Righini	New plan	1	
Authorisation			
<b>Approved By:</b>	<i>This policy was approved by MAT Trustees</i>		
<b>Date Approved:</b>	<i>31<sup>st</sup> August 2017</i>		
<b>Date of Next review:</b>	<i>31<sup>st</sup> August 2020</i>		
<b>Document Owner &amp; Reviewer:</b>	The senior manager responsible for this policy is the Head of Site / Headteacher		
Equality Impact			
<b>Statement</b>	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the Director of Equalities and Diversity.</p>		
<b>Screening</b>	<p>This policy has been screened by the Equalities Team and the impact has been assessed as:</p> <p> <input type="checkbox"/> Not applicable  <input type="checkbox"/> Low  <input type="checkbox"/> Medium  <input type="checkbox"/> High </p>		

## **1. Introduction**

- 1.1. 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.
- 1.2. 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.

## **2. The accessibility plan will cover the following aims:**

- 2.1. increase the extent to which pupils with disabilities can participate in the curriculum
- 2.2. improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided
- 2.3. improve the availability of accessible information for pupils with disabilities

## **3. Responsibilities**

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

- 3.1. monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- 3.2. ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- 3.3. undertake reasonable adjustments to enable staff to access the workplace.

## **4. Definition of disability under the Equality Act 2010**

- 4.1. 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.

## **5. Development and Review**

- 5.1. The accessibility plan is guided by the principles and procedures in the Group's Equality Impact Scheme.
- 5.2. The plan will be reviewed annually by the Equality Impact Assessment (EIA) team to ensure it is effective.

## 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 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
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.	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  Evolve System Group Leader training	On-going  On-going	Increase in access to all activities out-of-school

Priority	Lead Person	Strategy/Action	Resources	Time	Success Criteria
Play facilities	Premises/ Business Team	To enable pupils to enjoy play we need to improve our play facilities	Cost of equipment Maintenance	July 2018	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

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.  Zebra crossing within the school grounds to ensure safety of all outside of school		Complete	Physical accessibility of the organisation increased.  Safety of all members of the community
Independent access within our premises	Premises Team/H&S	Lift fitted and 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 wheelchair accessible toilets with changing	Regular assessment of fire doors throughout the organisation	On-going  Complete	Accessibility of school.  Young people access the premises independently

Priority	Lead Person(s)	Strategy/Action	Resources	Time	Success Criteria
		facilities			

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 VOIP tannoy system	Maintenance	Complete	Ensuring access to information for all learners, parents, Governors and other users of the school
	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
Raise the importance of	Ops	To employ a communicator	Finance	ASAP	School is more effective

Priority	Lead Person(s)	Strategy/Action	Resources	Time	Success Criteria
good communications systems	Director				in meeting the needs of pupils