



<b>Review period</b>	Every three years		
<b>Document Owner</b>	Sarah Vaughan		
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## Accessibility Policy

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

Bridge School Malvern (BSM) aims to treat all pupils fairly and will respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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 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.

This document meets the requirements of [Equality Act 2010, SCHEDULE 10](#) and the Department for Education (DfE) [Equality Act 2010: advice for schools - GOV.UK](#).

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 [SEND code of practice: 0 to 25 years - GOV.UK](#), '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.

Bridge School Malvern aims to provide an environment that enables full curriculum and/or access for all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Bridge Accessibility Plan shows how access is to be maintained and improved for disabled pupils, staff and visitors to the school and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

Whole school debriefs, team meetings, governor meetings and training facilitate the ongoing awareness and learning of staff and governors regarding equality issues, with reference to the Equality Act 2010.

### **Curriculum Access**

BSM uses Individual Education Plans (IEPs) to develop bespoke learning journeys that tailor to the individual needs of each pupil, these documents are updated in live time and are accessible to be viewed by all staff so that information is shared and approaches are consistent.

Staff have the resources at their disposal to be able to provide learning via varying mediums to suit the needs of each individual; this includes using printed or written content, the use of digital content, providing access to adaptive technology, providing overlays/coloured paper, having adjustable settings on the pupil chromebooks to allow them to set their own font/screen needs, offering touch screen technology as well as keyboard/trackpad/mouse for computer use, providing access to screen reading software, reading and scribing where required.

BSM also invests in training for staff, ensuring that staff learning needs and specialisms are identified and training implemented as well as regular refresher training opportunities provided to all staff so that our provision continues to offer up to date, relevant and applicable learning, support and opportunities to all pupils.

### **Communication with Parents/Carers**

The school website is kept up to date with current information relating to the school along with the ability to view relevant policies.

Parents/carers receive weekly communication from staff members, either via email or phone call to keep them updated on how their young person is progressing and any key points from the week. There may be additional contact above and beyond this where necessary.

Parents/carers are invited to take part in meetings and discussions with staff when making plans and decisions around progression points; this will adopt a pupil centred approach and the school will work in conjunction with the parents/carers and the pupil to offer guidance and support around the options available and the ways in which these may be achievable for each individual.

### **Accessing Site**

Both sites have accessible entrances, this is via the ramp to the main reception or via the doors outside Hawthorn classroom at the Hanley site and at the BBC this is via the large

doors beside the manufacturing workshop.

The Hanley site has wheelchair access to the disabled toilet by reception.

**Links to other policies:**

[Risk Assessment Policy](#)

[H&S Policy](#)

[SEND Policy](#)

[Pupil Mental Health and Wellbeing Policy](#)