

Accessibility Plan



PRESTON BRIDGE SCHOOL

Policy Ref:	PBS16.	
Approved by:	Kirsty Thomas	Date: 30 th Jun 2021
Last reviewed on:	April 2022	
Next review due by:	April 2023	

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1. Aims

Preston Bridge School is required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The Equality Act defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she had a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial (substantial is more minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed);
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection);
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- produced by injury to the body or brain.

At Preston Bridge School;

- The majority of students have a disability and meet more than one of the above criteria. All students have a Statement of Special Education Needs (SEN) or Education, Health and Care Plan (EHCP).
- The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of multi-disciplinary assessments. These are used to assist professionals in the setting of appropriate targets.
- We prioritise meeting the needs of students, alongside providing support for effective learning and communication. This enables students to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible.
- We work within the Disability Discrimination Act 2005 terms, and ensure that students' targets and needs are reviewed regularly by teaching staff, in conjunction with parents, carers, clinical and therapeutic leads as part of our multi-disciplinary meetings.

This policy and accessibility 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 Somerset County Council's equality objectives:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those that do not

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p><i>Our school offers a differentiated curriculum for all students.</i></p> <p><i>We use resources tailored to the needs of students who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for students with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all students.</i></p>	All staff have overview of specific needs and know strategies to support Needs/Learning	<p>To create IPPs for individuals according to need.</p> <p>To make all staff aware of student needs / medical conditions.</p>	Headteacher	To be started from date of on roll to 12 week final assessment. completed within 3 weeks of student admission	<p>All members of staff are aware of any student with SEND.</p> <p>All information relation to disability and needs is hyperlinked to final IPP.</p> <p>Staff set regular targets.</p>
Improve and maintain access to	<i>The environment is adapted to the</i>	Review the classroom environment – ensure	Learning walks to review classrooms -	Headteacher	Academic year	Students to have access to high quality

the physical environment	<p><i>needs of students as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> 	<p>classrooms continue to be organised with ease of access to appropriate resources, including specific and specialised resources for individuals (iPad, writing slopes, individual desks).</p>	organisation and availability of resources.		2021/2022	resources and organisational structures which enable access for all.
Improve the delivery of information to students with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	To ensure all staff have specific training on disability issues.	Provide appropriate CPD related to SEND areas i.e. Dyslexia, self-harm, ASD	Headteacher	To be completed within the yearly planned training needs and updated yearly with new information specific to cohort.	For staff to have knowledge of specific disabilities raising confidence in recognising and responding to individual needs

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be approved by the governance team and headteacher.

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 statement
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				