

# ALT BRIDGE SCHOOL



## Accessibility Statement and Action Plan 2019-2021

Agreed

Signature \_\_\_\_\_ (Mrs. S. Gannon Chair)

## **ALT BRIDGE SCHOOL**

### **ACCESSIBILITY STATEMENT 2019- 2021**

The Equality Act 2010 replaced all existing equality legislation. The Act makes it unlawful for the Governing Body of the school to discriminate against, harass or victimise a pupil or potential pupil.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties -

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.
- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

**Increasing the extent to which disabled pupils can participate in the school curriculum**

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short term	<ul style="list-style-type: none"> <li>➤ To ensure that key staff have appropriate training on the needs of ASC pupils</li> <li>➤ Review classroom layout to ensure that classrooms are optimally organised to cater for the needs of disabled pupils</li> <li>➤ To liaise with feeder schools to prepare for the new intake of pupils into year 7</li> <li>➤ To liaise with educational establishments to prepare for the intake of new pupils who transfer within year</li> <li>➤ To establish and maintain close liaison with outside agencies for pupils with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>➤ SF to monitor training opportunities for key</li> <li>➤ SF to review classroom organisation</li> <li>➤ To identify pupils who may need adapted or additional provision</li> <li>➤ To identify pupils who may need adapted or additional provision</li> <li>➤ To ensure collaboration between all key personnel.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All staff including teaching assistants have a greater understanding of the varying needs of ASC pupils</li> <li>➤ Potential needs for changes in classroom layout are identified in preparation for disabled pupils</li> <li>➤ Provision set in place ready for when the pupil/s start school</li> <li>➤ Provision set in place ready for when the pupil/s start school</li> <li>➤ Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and</li> </ul>	<p>On going</p> <p>Summer 2019</p> <p>Summer 2019</p> <p>Autumn 2019</p>	<p>ASC specialist teacher employed</p> <p>Currently rooms on ground floor reviewed every 12 months. Where appropriate rooms changed to ground floor.</p>

	<ul style="list-style-type: none"> <li>➤ To ensure that all pupils who have high level medical needs or behaviour needs have a risk assessment which is draw up in agreement with parents/carers and outside agencies.</li> <li>➤ Review inclusion of LGBT pupils and bring policies and practices in line with Stonewall guidance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Co-produce risk assessment and review regularly</li> <li>➤ Training and resources</li> </ul>	<p>action planning</p> <ul style="list-style-type: none"> <li>➤ Clear guidelines are provided to staff about meeting pupil's individual needs</li> <li>➤ Two staff will be trained as Stonewall Champions and will deliver training to the rest of the staff.</li> </ul>	<p>Autumn 2019</p> <p>Autumn 2019</p>	
Medium Term	<ul style="list-style-type: none"> <li>➤ Up-date all policies to ensure they reflect priorities around equality.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Subject Leaders to review policies</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Policies make specific reference to the needs of disabled pupils</li> <li>➤ Policies are inclusive of all needs.</li> <li>➤</li> </ul>	<p>2019 onwards</p>	<p>All policies reviewed as and when necessary and distributed to staff. (teacher share)</p>
Long term	<ul style="list-style-type: none"> <li>➤ SF to continue to develop his expertise in a wider range of disabilities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify appropriate CPD opportunities for SF</li> </ul>	<ul style="list-style-type: none"> <li>➤ SF is able to provide even greater levels of support and advice to class teachers</li> </ul>	<p>2019</p>	<p>Ongoing</p>

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short term	<ul style="list-style-type: none"> <li>➤ To reduce background noise for hearing impaired pupils (new classrooms)</li> <li>➤ Identify areas for improvements to the learning environment</li> <li>➤ Plan to re-design the learning environment in collaboration with key partners.</li> <li>➤ Review the layout of classrooms, taking account of the need to provide additional space for pupils with mobility issues.</li> <li>➤ Provide interim services from EP, SaLT and OT whilst awaiting further support from NHS and LA</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion with HI specialist.</li> <li>➤ Conduct learning walks to identify areas for improvement in the learning environment</li> <li>➤ Consult with key agencies such as occupational therapy and SaLT for advice on planning sensory and communication friendly environments.</li> <li>➤ Review each classroom during learning walks in the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Steps have been taken to reduce background noise across the school</li> <li>➤ A learning environment review is underway.</li> <li>➤ Advice has been sought from OT services</li> <li>➤ Discussion meetings are being held with OT, SaLT and EP services to pay for input.</li> <li>➤ Review highlights</li> </ul>	<p>Autumn term 2019</p> <p>By Dec 2019</p> <p>By Dec 2019</p> <p>By Dec 2019</p> <p>By Apr 2020</p>	<p>Ear defenders purchased and provided.</p> <p>Consultations have taken place with OT services.</p>

	<p>services.</p> <ul style="list-style-type: none"> <li>➤ To review the use of signage and symbols within the school</li> <li>➤ Collect pupil voice from hearing impaired and visually impaired students.</li> </ul>	<p>Autumn and feedback to staff.</p> <ul style="list-style-type: none"> <li>➤ INSET dedicated to learning environment improvements.</li> <li>➤ SF to conduct review and identify areas for development</li> <li>➤ Conduct pupil interviews with HI and VI pupils.</li> </ul>	<p>possible development areas</p>		
Medium Term	<ul style="list-style-type: none"> <li>➤ To review the size and layout of all new and existing areas of the school-including all academic, sporting, play areas and the assembly hall/ library to ensure that they allow access to all pupils.</li> <li>➤ Provide a high quality environment for pupils with HI and VI</li> </ul>	<ul style="list-style-type: none"> <li>➤ SF to conduct review and identify areas for development</li> <li>➤ SF to conduct review with the sensory support services and develop an action plan.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review highlights possible development areas</li> </ul>	<p>Spring 2020 or when new areas completed</p>	<p>Ongoing</p>
Long term	<ul style="list-style-type: none"> <li>➤ Improve the outdoor learning environment providing rich</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review the current outdoor environment and the</li> </ul>	<ul style="list-style-type: none"> <li>➤ High engagement from pupils in the</li> </ul>	<p>By summer 2021</p>	<p>Staff interest in</p>

	<p>opportunities for outdoor learning which provide therapeutic input.</p> <ul style="list-style-type: none"> <li>➤ Acquire a school therapy dog.</li> </ul>	<p>provision available.</p> <ul style="list-style-type: none"> <li>➤ Apply for forest school status.</li> <li>➤ Set up a forest school team consisting of a trained forest school leader.</li> <li>➤ Conduct visits to local farm and forest schools to identify best practices.</li> <li>➤ Conduct appropriate risk assessments and formulate policies</li> </ul>	<p>outdoor environment.</p>		<p>outdoors learning high.</p> <p>Outdoors learning has been established as an option.</p>
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**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short term	<ul style="list-style-type: none"> <li>➤ To ensure that information can be provided in simple language for pupils, parents and prospective parents</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review the use of language in letters</li> <li>➤ SF to meet with parents on a regular basis who have been identified as having difficulty with standard forms of printed information to explain letters/information.</li> <li>➤ Update prospectus and ensure it is presented in a communication friendly format.</li> <li>➤ Update the website to ensure accessible language and information.</li> <li>➤ Establish a communication policy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All information provided by the school is accessible to the whole community</li> </ul>	By summer 2020	
Medium Term	<ul style="list-style-type: none"> <li>➤ To ensure that in whole class teaching</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff to review planning and implement the advice from the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Planning indicates a variety of strategies</li> </ul>	Autumn 2019	Incorporated on lesson

	<p>information is presented in a variety of different ways- pictorial and written</p> <ul style="list-style-type: none"> <li>➤ Re-design the library and ensure the materials are accessible and engaging for all. Include braille texts and auditory books as options for pupils.</li> </ul>	<p>communication strategy.</p> <ul style="list-style-type: none"> <li>➤ Literacy staff to visit schools with well-established libraries as examples of best practice.</li> <li>➤ Work collaboratively with students to design a library.</li> <li>➤ Increase Literacy curriculum budget.</li> </ul>	<p>when presenting information</p> <ul style="list-style-type: none"> <li>➤ All pupils can fully access learning materials and reading for pleasure.</li> </ul>		plans.
Long term	<ul style="list-style-type: none"> <li>➤ To ensure that all staff are familiar with technologies and practices developed to assist pupils with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relevant staff to deliver CPD.</li> <li>➤ Purchase new Apps and technology to aid mental health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>➤ All staff are familiar with technologies and practices developed to assist pupils with disabilities and consider this in their teaching.</li> </ul>	By summer 2021	Ongoing