

Accessibility plan

The Bridge - Primary Provision



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1. Aims

provision s are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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

At The Bridge we celebrate the value of freedom.

Friendship – positive peer relationships are a key protective factor for all young people.

Respect – a key feature of successful and esteemed members of our organization and the wider society.

Effort – a valuable learning habit for life; understanding that much can be achieved with sustained effort.

Equality – we treat and expect EVERYONE to allow others the right to equal treatment.

The plan will be made available online on the provision website, and paper copies are available upon request.

Our provision is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The provision supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including students, staff, parents and senior leaders.

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 provision s on the Equality Act 2010](#).

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 [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.

provision s are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled learners. 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 PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
<p>Increase access to the curriculum for learners with a disability</p>	<p>Our provision offers a differentiated curriculum for all learners</p> <p>Curriculum progress is tracked for all learners , including those with a disability</p> <p>Targets are set effectively and are appropriate for learners with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all learners</p>	<p>We use resources tailored to the needs of learners who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p>	<p>When tutors are completing termly schemes of work they are to ensure that resources are requested to meet each individual students needs.</p> <p>SENCo when reviewing and setting targets to ensure that teachers are aware and needs are meet.</p>	<p>Imogen Hopkins Ethan White Nikita Boydell</p>	
<p>Improve and maintain access to the physical environment</p>	<p>At The Bridge we aim to be inclusive of every person needs in whichever manner this may present.</p> <p>The environment is adapted to the needs of learners as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Resources at wheelchair-accessible height 	<p>A dedicated parking bay at each premises to be allocated and clearly signposted.</p> <p>A dedicated vehicle specifically for those who may need to use a wheelchair or has any other physical disability.</p> <p>Ramps to enter and exit the building as required.</p>	<p>Paint and signage to be purchased.</p> <p>Vehicle to be clear and available when needed.</p> <p>Procurement process to begin.</p>		

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
<p>Improve the delivery of information to learners with a disability</p>	<p>Our provision uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Pictorial or symbolic representations 		<p>To ensure that anyone who attends The Bridge whether this be staff or students are able to communicate and access all information.</p>	<p>Ensure signage is visible and understandable.</p> <p>Print large resources for those who need to use it. Whether this be academic work or policies and procedures.</p> <p>Should we need to invest in further resources such as induction loops or braille then the procurement process would immediately start.</p>	