



FOREST BRIDGE SCHOOL

Accessibility Plan

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 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Forest Bridge school is accessible and inclusive. We celebrate diversity and the individual. The curriculum provides challenging and stimulating learning experiences, with realistic yet high expectations of standards, progress and achievement for all.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability. To improve the physical environment to enable all to better access and benefit from the facilities and services provided. To improve the availability of accessible information for pupils and families.

Principles

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles which underpin the development of a highly inclusive curriculum; these include:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

Enabling good communication is a priority for all our pupils (supported by verbal behavior specialists, speech therapist, signing, symbols and the use of alternative and augmentative communication devices where appropriate).

This plan will contribute to the review of the school development plan and to related school policies including:

- Inclusion policy
- Equality policy
- Teaching and Learning Policy

School Access Planning

This section outlines the main activities that Forest Bridge School has undertaken and is planning to undertake over a three-year period, to achieve the key objective:

a) Delivery of the curriculum

School staff receive regular training in making the curriculum accessible to all pupils, and are aware of its importance. The school will continue to seek and follow the advice of SIP, ABA consultant, and other SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Our new purpose built school, offers wheelchair access and disabled toilet facilities throughout the building, including lift access to the 1st floor. The new site and premises, offer greatly improved access, lighting, acoustic treatment and more accessible facilities and fittings.

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The school will provide pupils with information in a format accessible to them. This might include the use of photos or *Communicate in Print* symbols. We will be aware of any parental challenges and make sure school information is available in a format that is accessible.

Review

This policy will be reviewed every three years

Date Reviewed: Spring 2022

Ratified by Resources committee

Review date: Spring 2025