

Accessibility Policy and Plan

2023-24

Pride Passion Partnership Professionalism Positivity



The Bridge London
Hungerford School

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Directors and School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, acceptance and inclusion which celebrates difference and diversity.

Hungerford School is committed to ensuring accessibility of provision for all pupils, staff and visitors to the school and will take into account the need to providing an environment which promotes achievement all members of the community that have protected characteristics

1. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as able-bodied pupils; (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils with a disability in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

2 The School website will make reference to this Accessibility Plan.

3 . The School's complaints procedure will cover the Accessibility Plan.

4. The Plan will be monitored by the school's Governing Body.

5. We acknowledge that there is a need for on-going awareness raising and training for staff, directors and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Physical Access

Targets	Strategies	Timescales	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers	<ul style="list-style-type: none"> To create access plans for individual disabled children as part of their pupil profile 	<ul style="list-style-type: none"> As required 	Headteacher	<ul style="list-style-type: none"> Pupil profiles are in place for disabled pupils, and all staff are aware of pupils' needs. Staff, Governors, Parents and carers are confident that their needs will be met. Meeting rooms booked on ground floor Access to Work Information in Staff
	<ul style="list-style-type: none"> To ensure opportunities for inclusion links for children in SEND bases when appropriate 	<ul style="list-style-type: none"> As required 	Headteacher	
	<ul style="list-style-type: none"> To ensure staff, parents, carers governors can access areas of school used for meetings 	<ul style="list-style-type: none"> As required 	Headteacher	
	<ul style="list-style-type: none"> To circulate information relevant to staff on Access to Work scheme 	<ul style="list-style-type: none"> As required 	Headteacher	
To ensure the school staff & governors are aware of access issues	<ul style="list-style-type: none"> Identify any access issues in September and ensure any access issues are outlined in writing and in meetings with both staff and governors 	<ul style="list-style-type: none"> In place Autumn 2022 	Headteacher	<ul style="list-style-type: none"> Access issues identified and put in writing to both staff and governors Any response for parents and carers to be included in written report and addressed
	<ul style="list-style-type: none"> Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. 			
Ensure all disabled people can be safely evacuated in the event of an emergency	<ul style="list-style-type: none"> Ensure there is a personal emergency evacuation plan for all disabled pupils and staff 	<ul style="list-style-type: none"> In place September Autumn 2022 	Headteacher	<ul style="list-style-type: none"> All disabled pupils and staff working with them are safe in the event of an emergency

- Ensure all staff are aware of their responsibilities in evacuation by being aware of the pupils passport information
- Ensure there is a designated safe space in the event of lock down procedures for all disabled pupils, staff, parents, carers and governors
- There is constant supervision for disabled children who would need help in the event of an evacuation.
- Disabled people in wheelchairs can be evacuated quickly and easily

Access to the curriculum

Targets	Strategies	Timescales	Responsibility	Success Criteria
Ensure both staff have specific training on disability awareness	<ul style="list-style-type: none"> • Identify training through performance management • Develop rolling programme of disability awareness training across schools/provisions 	<ul style="list-style-type: none"> • Ongoing 	Headteacher	<ul style="list-style-type: none"> • Raised disability awareness and confidence in supporting access to the curriculum across all staff groups
Ensure all staff are aware of disabled children’s curriculum access needs	<ul style="list-style-type: none"> • Share pupil profiles and management plans where appropriate 	<ul style="list-style-type: none"> • As required 	Headteacher Class teacher	<ul style="list-style-type: none"> • All staff are aware of individual needs
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> • Ensure venues and means of transport are vetted for suitability • Ensure robust risk assessments are in place and staffing levels adjusted to enable pupils to access trips 	<ul style="list-style-type: none"> • Ongoing 	Headteacher Class teacher	<ul style="list-style-type: none"> • All pupils are able to access all school trips and take part in a range of activities
Ensure children with disabilities can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> • Share individual support plans with relevant staff • Share behaviour management plans where appropriate 	<ul style="list-style-type: none"> • As required 	Headteacher / Inclusion lead Afterschool club staff	<ul style="list-style-type: none"> • Disabled pupils feel able to participate equally in out of school activities.

- Adjust staffing to enable access to after school provision
- Update access plan to include any additional information needed for afterschool clubs
- Ensure robust risk assessments are in place and staffing levels adjusted to enable pupils to access after school clubs
-

Access to information

Targets	Strategies	Timescales	Responsibility	Success Criteria
Signage around school to be appropriate to needs of pupils, but also ensure accessibility to all visitors	<ul style="list-style-type: none"> • Use symbols to support access to different areas of the provisions and classrooms where required • 	<ul style="list-style-type: none"> • Ongoing 	Headteacher Class teachers	<ul style="list-style-type: none"> • Everyone feels they are welcome in each provision • Everyone able to access different areas of the provisions/classrooms
Inclusive access to information in all parent/teacher annual reviews	<ul style="list-style-type: none"> • Ask parents about preferred formats for accessing information e.g. braille, symbols, other languages • Translation Tool, interpreters and additional time for meetings 	<ul style="list-style-type: none"> • Ongoing 	Headteacher	<ul style="list-style-type: none"> • Everyone able to access information provided by school

Policy Owner and Contact Details

Jo Stephens, Headteacher
 For further information on the Policy, please contact via email jo.stephens@thebridgetrust.academy or phone 020 76191000
 Next Review Date: September 2024