

Accessibility Policy and Plan

2024-25

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. In this regard, the main access into the building is through the main entrance. Access to the upper floors is via the lift nearest the main entrance.
- 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.

Accessibility and Inclusivity Statement

General Access

- The Main entrance to the Hungerford Road School Operated by The Bridge Academy is off Hungerford road. During school operation this is managed through access controlled gates for safeguarding reasons.
- Level access is provided through the vehicle gates into the main building via the reception lobby.
- Vertical access within the building is via staircases and a managed lift.
- The building's teaching and office spaces are arranged for them to be interchanged for flexibility around the users.
- Specialist spaces e.g. halls are available on all main floors for use by all without significant change from daily movement
- Wheel chair & Buggy access would remain through the existing double vehicle gates to follow the principle level access route. Reception / admin offices are connected through IP phone connections to allow communication without the need for un-checked persons to enter the secure line to maintain the protection lines.

Drop off and Collection

Organised transport (School/Community bus)

- Students of both schools arriving through organised transport e.g. mini bus will share the same entrance off Hungerford road. Access through these double gates is level access from public realm into the school.
- Students of the SEN School will be met at the Gate by a member of staff
- Any Sen student that feels that they need to de-regulate can access the proposed regulation space from this gate prior to entering the learning environment

Parents / Guardians

- Parents drop off would be through the main gate where a member of staff would take responsibility of the student
- The gate is level access into the school if required should the parent/guardian require access to the school facilities.

Access into the regulation space directly off Hungerford Road would be made available should a user wish to enter directly. Via a stepped access. This would be linked to the same access control network for staff/users to gain entry into the schools safeguarding line.

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 To ensure opportunities for inclusion links for children in SEND bases when appropriate To ensure staff, parents, carers governors can access areas of school used for meetings To circulate information relevant to staff on Access to Work scheme 	<ul style="list-style-type: none"> As required As required As required As required Ongoing 	<ul style="list-style-type: none"> Headteacher Headteacher Headteacher Headteacher 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
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 Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. 	<ul style="list-style-type: none"> In place Autumn 2022 	<ul style="list-style-type: none"> 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
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 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 	<ul style="list-style-type: none"> In place September Autumn 2022 	<ul style="list-style-type: none"> Headteacher 	<ul style="list-style-type: none"> All disabled pupils and staff working with them are safe in the event of an emergency 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 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 	<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.

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

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 For further information on the Policy, please contact via email
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 Next Review Date: September 2025