



# SPAGHETTI BRIDGE

## Accessibility Plan

<b>Policy Owner</b>	<i>Chris Lore</i>
<b>Applies to</b>	<i>This policy applies to all services</i>
<b>Associated Documents</b>	<i>This accessibility plan is linked to the following policies and documents: Risk assessment policy Health and safety policy Equality information and objectives statement Supporting students with medical conditions policy</i>
<b>Review Frequency</b>	<i>This plan is to be reviewed every three years</i>
<b>Date of Implementation</b>	<i>1st March 2023</i>
<b>Review Date</b>	<i>March 2023</i>
<b>New Review Date</b>	<i>April 2026</i>

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### 1. Introduction

#### Purpose

Our school is required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

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

Our school **will** treat all its students **fairly and with respect**. This involves providing access and opportunities for **all** students without discrimination of any kind. We will achieve this via the **Accessibility Plan**, and associated documentation.

#### Legal Framework

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 2. Scope

The scope of this policy includes all staff and students at our school, it will also impact any visitor(s) to site

## 3. Policy Statement

At any Spaghetti Bridge school all students arrive with an Education, Health and Care Plan (EHCP). An EHCP can contain a list of potential 'barriers' to education, and how these can best be addressed, actioned and ensure future progress. At an early stage we ensure that we can meet this need and also **how** we will meet this.

The Equality Act defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she had a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial (substantial is more minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed);
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection);
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- produced by injury to the body or brain.

At our school;

- **All students** have a disability and meet more than one of the above criteria. **All students** have an Education, Health and Care Plan (EHCP).

- The school meets the needs of **each individual** through a personalised, integrated curriculum of education and therapeutic input, based on a range of multi-disciplinary assessments. These are used to assist professionals in the setting of appropriate targets.
- We prioritise meeting the needs of students, alongside providing support for effective learning and communication. This enables students to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible.
- We work within the Disability Discrimination Act 2005 terms, and ensure that students' targets and needs are reviewed regularly by teaching staff, in conjunction with parents, carers, clinical and therapeutic leads as part of our multi-disciplinary meetings.

This policy and accessibility plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports Somerset County Council's equality objectives:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those that do not

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

#### 4. Roles & Responsibilities

##### **Implementation**

All members of the Senior leadership Team will be responsible for the implementation of this plan. Specific responsibilities are listed in the attached Accessibility Plan.

#### 5. Support, Advice and Communication

Initially please refer to our school's Senior leadership Team for advice, guidance or help.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>To Increase access to the curriculum for all students with a disability</b></p>	<p><i>Our school offers a differentiated curriculum for all students as detailed in our three phase approach</i></p> <p><i>We use resources tailored to the needs of students who require support to access the curriculum, we will always be informed by the admissions process and section F of an EHCP (which should be detailed and specific)</i></p> <p><i>Curriculum resources include examples of people with disabilities. All of our manipulatives are 'real world' and will be fully contextual to the need of the student</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability. We impart a unique three phase curriculum with understanding of the place and impact that Assessment for Learning and in the correct circumstance Assessment of Learning can bring by offering a series of fully accredited examinations</i></p> <p><i>Targets are set effectively and are appropriate for students with additional needs. Our targeting is</i></p>	<p>All staff will have, and maintain, an overview of the specific needs of each student. These will be documented and implemented using known strategies to support Needs/Learning.</p>	<p>To create the right documentation for individual students based on and, according to, need.</p> <p>To increase all staff knowledge and awareness of student needs / medical conditions.</p>	<p>Headteacher, Senior leadership Team, Teachers and assistants</p>	<p>To be started from the date of roll to 12 week final assessment.</p> <p>completed within 3 weeks of student admission</p>	<p>All members of staff are fully aware of any student with SEND in their own area of expertise but also across the service</p> <p>All information relating to disability and needs is hyperlinked to final documentation.</p> <p>Staff set regular targets as per relevant policy (ies)..</p>

	<p><b>two-phase. We breakdown EHCP targets to milestones; and set challenging, yet manageable, targets through academic milestones that track and expand with the student</b></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all students.</i></p> <p><b>Regular QII (headteacher and senior staff meetings) inform the curriculum and it's development along with a dedicated Curriculum and Research Lead</b></p>					
<p><b>To Improve and maintain access to the physical environment</b></p>	<p><i>The environment is adapted to the needs of students as required.</i></p> <p><i>This includes, but is not limited to:</i></p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Corridor width</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> </ul>	<p>Review the Base and wider environment regularly through our Cultural Aesthetic audits, H&amp;S processes, learning and teaching walks and staff collaboration.</p> <p>– ensure Bases continue to be organised with ease of access to appropriate resources, including specific and specialised resources for individuals (iPad, writing slopes, individual desks).</p> <p>Challenge clutter, or impediments to access.</p>	<p>Learning walks reviews -</p> <p>The clear organisation based on a solid rationale of likely or possibly disability impediment, and availability of resources.</p>	<p>Headteacher, Senior leadership Team, Teachers and assistants</p>	<p>Academic year 2022/2023</p>	<p>Students have access to high quality resources and organisational structures which enable access for all.</p>
<p><b>To Improve the delivery of information to students with a disability</b></p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes, but are not limited to:</i></p>	<p>To ensure all staff have specific training on disability issues through personal research, reading of EHCPs, access to high</p>	<p>Provide appropriate CPD related to SEND areas i.e. Dyslexia, self-harm, ASD</p>	<p>Headteacher, Senior leadership Team,</p>	<p>To be completed within the yearly planned rhythm</p>	<p>For staff to have knowledge of specific disabilities raising confidence in recognising and</p>

	<ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Support</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations, such as visualised timetables</i></li> <li>• <i>Cultural Communication through muted wall colours (as example)</i></li> <li>• <i>Direct employment of, and adherence to, Communication Specialists (SPLD)</i></li> <li>• <i>'Autism Friendly' environments</i></li> </ul>	<p>quality and bespoke training (such as BEAM), time for reflection and implementation of best practices</p>		<p>Teachers and assistants</p>	<p>training needs and updated yearly with new information <b>specific to cohort.</b></p>	<p>responding to individual needs</p>
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## 6. Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				