



SPAGHETTI BRIDGE

Accessibility Plan

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| Policy Owner | Head of Quality and Outcomes |
| Applies to | This policy applies to all services |
| Associated Documents | 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 |
| Review Frequency | This plan is to be reviewed annually |
| Review Date | March 2026 |
| New Review Date | March 2027 |
| Approved by Chief Executive Officer | <p><i>Dan Alipaz</i></p> <hr/> <p>Dan Alipaz (Mar 12, 2026, 2:11pm)</p> |
| Approved by the Chair of the Board | <p><i>Stephen Bradshaw</i></p> <hr/> <p>Stephen Bradshaw (Mar 12, 2026, 2:46pm)</p> |

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities 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 all Spaghetti Bridge schools 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.

Spaghetti Bridge supports all local authority procedures.

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.

The Group and all schools must have a written, 3-year accessibility plan (incorporating an annual review) to improve access for disabled pupils. The plan must focus on three core areas: increasing curriculum participation, improving the physical environment, and enhancing the delivery of accessible information. This needs to be both Group and school owned, work within the Spaghetti Bridge Enterprise Learning principles, and be linked to the School Development Plan.

The Group plan is below, the school plan will be within appendix 2.

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 |
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| <p>To Increase access to the curriculum for all students with a disability</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 Manipulatives that are ‘real world’ and will be fully contextual to the need of the student/ project</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability. We impart a unique Enterprise Learning curriculum . Assessment is whole child in the form of the POP.</i></p> <p><i>Targets are set effectively and are appropriate for students with additional needs. Our targeting is two-phase. We breakdown EHCP targets to milestones; and set challenging, yet manageable, targets through academic milestones that track and expand with the student</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all students. Regular QII (headteacher and senior staff meetings) inform the curriculum and it’s development along with a dedicated Curriculum and Research Lead</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>The school will ensure that new developments are understood, enacted and feedback given to Group. The school and Group will ensure these are timely, supportive and impactful.</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>To ensure that information to staff is in a range of formats, accessible, pertinent and clear</p> | <p>Group members Headteacher, Senior leadership Team, Teachers and LMs</p> | <p>Ongoing</p> <p>By Spring 2026</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>This includes Section F and DONM</p> <p>Staff set and review regular targets as per relevant policy (ies)..</p> |
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| | Adapted techniques are used across Bases and schools | To ensure that adaptive techniques are understood, used effectively and sit within SPB EL principles | A dedicated GCP will be given the time and resource to lead on this | GCP for pedagogy | End of 26-27 | Engagement levels of students will increase in all settings and II Bases |
| To Improve and maintain access to the physical environment | <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"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p><i>Our Beautiful Schools approach ensures that the biophilic design supports relationships, belonging and good mental health.</i></p> | <p>Review the Base and wider environment regularly through our Beautiful Schools audits, H&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>Group</p> <p>Headteacher,</p> <p>Senior leadership Team,</p> <p>Teachers and LMs</p> | Academic year 2025-2028 | Students have access to high quality resources and organisational structures which enable access for all, within beautiful environments |
| To Improve the delivery of information to students with a disability | <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes, but are not limited to:</i></p> <ul style="list-style-type: none"> • Internal signage • Support • Induction loops • Pictorial or symbolic representations, such as visualised timetables | To ensure all staff have specific training on disability issues through personal research, reading of EHCPs, access to high quality and bespoke training, time and support for reflection and sharing and implementation of best practices | Provide appropriate CPD related to SEND areas i.e. Dyslexia, self-harm, ASD | <p>Group</p> <p>Headteacher,</p> <p>Senior leadership Team,</p> <p>Teachers and assistants</p> | To be completed within the yearly planned rhythm training needs and updated yearly with new information specific to cohort. | For staff to have knowledge of specific disabilities raising confidence in recognising and responding to individual needs |

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| | <ul style="list-style-type: none"> • <i>Cultural Communication through muted wall colours (as example)</i> • <i>Direct employment of, and adherence to, Communication and Interaction Specialists as required</i> • <i>'Autism Friendly' environments</i> <p>Attendance is a high priority and the majority of students make improvements compared to previous settings</p> | <p>To understand the individuals key drivers for attendance struggles, to then understand which interventions are to be prioritised and if there are links from drivers to interventions</p> | <p>Implement tools that support attendance improvement and identification of need</p> | <p>HoOaO and Relational and Safeguarding Regional Leads</p> | <p>By Sept 26</p> | <p>Attendance interventions will be widely shared, pertinent and improvement for more individuals evident</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 | | | | |

7. Appendix 2: Accessibility Plan- School Level

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. This needs to be reviewed and agreed by the ROL

| 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 |
|---|---|---|---------------------|--------------------|-----------------------------|------------------|
| To Increase access to the curriculum for all students with a disability | | | | | | |
| To Improve and maintain access to the physical environment | | | | | | |
| To Improve the delivery of information to students with a disability | | | | | | |



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| Thu, 12th Mar 2026 14:46:47 GMT | Stephen Bradshaw - Signer (291d9d8e59f341b92dd364058416ab79) |
| Thu, 12th Mar 2026 14:11:18 GMT | Dan Alipaz - Signer (6665a120c9eb9540b42d707c0ee61b0b) |

Audit history log

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| Thu, 12th Mar 2026 12:05:55 GMT | Envelope generated by Amy Fielding (141.195.149.58) |
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| Thu, 12th Mar 2026 12:06:35 GMT | Sent the envelope to Stephen Bradshaw (stephen.bradshaw@spbridge.co.uk) for signing (141.195.149.58) |
| Thu, 12th Mar 2026 12:06:35 GMT | Sent the envelope to Dan Alipaz (dan.alipaz@spbridge.co.uk) for signing (141.195.149.58) |
| Thu, 12th Mar 2026 12:06:35 GMT | Document emailed to dan.alipaz@spbridge.co.uk |
| Thu, 12th Mar 2026 12:06:35 GMT | Document emailed to stephen.bradshaw@spbridge.co.uk |
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| Thu, 12th Mar 2026 14:46:47 GMT | This envelope has been signed by all parties (185.66.206.162) |
| Thu, 12th Mar 2026 14:46:47 GMT | Signed document confirmation emailed to stephen.bradshaw@spbridge.co.uk (185.66.206.162) |
| Thu, 12th Mar 2026 14:46:47 GMT | Signed document confirmation emailed to dan.alipaz@spbridge.co.uk (185.66.206.162) |

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