



## ACCESSIBILITY POLICY

The Bridges Federation schools strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

### **Disability**

The Bridges Federation define disability as; *'a person who has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.'*

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

The Bridges Federation recognises our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

"from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services"

The Bridges Federation schools will not treat disabled pupils less favourably and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The Bridges Federation schools aim to include all pupils, including those with disabilities, in the full life of the school.

**Where a disability is identified The Bridges Federation schools will refer to one or more of the strategies detailed in the Accessibility Plan**

**Appendix A: Accessibility Plan Part 1**

**B: Accessibility Plan Part 2 – Visually Impaired**

**C: Accessibility Plan Part 3 – Hearing Impaired**



## Appendix A

### THE BRIDGES FEDERATION - ACCESSIBILITY PLAN - Part 1

Targets	Strategies	Outcome	Goals Achieved
School plans increasing access for disabled pupils by completing checklists for identifying barriers to access	Consult with staff and governors on checklists	<ul style="list-style-type: none"> <li>Results incorporated into action plan.</li> <li>SIP informed at Summer Term meeting of accessibility issues that need to be addressed by the LA.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and governors aware of issues involved and information communicated to LA.</li> <li>Barriers to access identified.</li> </ul>
All staff to receive disability equality awareness training	<ul style="list-style-type: none"> <li>Ensure staff induction procedures include reference to disability equality issues.</li> <li>Seek training provider for disability equality awareness training.</li> </ul>	<ul style="list-style-type: none"> <li>Areas for training identified</li> <li>Induction procedures updated</li> <li>Training takes place</li> </ul>	Staff team awareness raised and staff better prepared to increase access to curriculum and building
Availability of written materials in alternative formats.	The schools make them self aware of services available through LA for converting written materials into alternative formats.	When needed the schools provide written materials in alternative formats.	Delivery of information to disabled pupils improved.
Revisit training for teachers on differentiating the curriculum.	Focus on three layers of differentiation in subjects	Teachers planning shows lessons are differentiated for access at both ends of the ability range.	Increase in access to the Curriculum for all pupils



## THE BRIDGES FEDERATION - ACCESSIBILITY PLAN - Part 2 - VISUALLY IMPAIRED

Targets	Strategies	Outcome	Goals achieved
To provide written information to pupils in an accessible format	For Braille users: Contact CSSS re: availability of specific texts in Braille Type or scan text to a floppy disc and send to CSSS for embossing For Large Print users: Provide laptops for personal use Contact CSSS or National Library for the Blind (NLB) for information regarding texts currently in large print Contact CSSS for suppliers of Large Print books Type/scan text and enlarge to required size Photocopy text on to coloured paper	Written information is available in the formats pupils need	Access to information/curriculum increased
Clear corridors	Provide sufficient hooks for pupils' belonging to avoid having a hazard for pupils with a visual impairment	Tripping hazard removed	Physical accessibility of schools increased
To improve the physical environment by colour scheming	Decide on contrasting schemes for paintwork.	More classrooms accessible for pupils with visual impairments.	Physical accessibility of schools increased
Accessible signs	Contact CSSS re: signs. Consider contrasting colours/Braille and at the appropriate height from floor	Increased independence for pupil with a visual impairment	Physical accessibility of schools increased
Clear, safe walkways	Radiators and fire appliances recessed. Outside pathways level and even with change in texture towards a kerb	A safe passage around school and outside	Physical accessibility of schools increased



## THE BRIDGES FEDERATION - ACCESSIBILITY PLAN - Part 3 - HEARING IMPAIRED

Targets	Strategies	Outcome	Goals achieved
To improve the listening conditions for all children including HI children	Seeking advice from Sensory Support on: a. seating arrangements b. lighting for hearing impaired	Appropriate seating arrangements and lighting in place for deaf children	Increased access to the curriculum for all children
To improve the listening conditions for all children including HI children	Seeking advice on the provision of carpets and curtains and acoustic tiles on ceiling and rear walls	Some classrooms more accessible to deaf children	Increased access to the curriculum for all children
To ensure safety of deaf children in event of fire	To ensure all fire alarms are both visual and auditory	Installation of visual fire alarm	Create a safer environment for deaf children
To improve the listening conditions for all children including HI children	Funding applied for provision of induction loop for halls and for sound field amplification system for classrooms	Halls accessible for deaf children/parents and equipped classrooms	Increased access to the curriculum for all children