

New Bridge Alternative Education



Accessibility and Inclusion Policy

Ratification Date: 5/09/25

Signed: Diane Robinson/Tracey Lecointe

Review Date: 5/09/27

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1. INTRODUCTION

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The following plan is New Bridge Alternative Education's commitment to ensure the Equality Act is adhered to. This encompasses all aspects of the setting to ensure everyone is treated in an equitable manner. New Bridge Alternative Education is committed to ensuring everyone is free from discrimination of any kind. New Bridge Alternative Education is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In particular, regard is taken of:

- the arrangements for the admission of disabled pupils
- the steps taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities provided to help disabled pupils to access the setting.
- increasing the extent to which disabled pupils can participate in the setting's curriculum.
- improving the physical environment of the setting for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the setting.
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

2. DEFINITION OF DISABILITY

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 impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. 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.

3. KEY OBJECTIVES

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, parents and stakeholders with a disability.

4. PRINCIPLES

New Bridge Alternative Education has an up to date and accurate Special Educational Needs Policy and focuses on compliance with the Equality Act to ensure we achieve the best possible outcomes for those with additional needs.

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New Bridge Alternative Education is committed to achieve the very best for all students, parents, staff and stakeholders to ensure they are treated equally, fairly, with dignity and respect.

New Bridge Alternative Education recognises its duty under the Equality Act;

- not to discriminate against disabled students in relation to school admissions and exclusions, and provision of education and associated services
- not to treat disabled students, staff, parents, or stakeholders less favourably,
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- to publish this Accessibility Plan

New Bridge Alternative Education recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all students with a broad and balanced curriculum, differentiated, and reasonably adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges and targets
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students
- offering additional in/out of class support to those students who need it.

New Bridge Alternative Education recognises that a disability is not just a physical limitations

5. ACTIVITY

New Bridge Alternative Education has taken the following measures to ensure the main activities undertaken help us to achieve our overall objective;

Education and related activities

- New Bridge Alternative Education will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts
- We will ensure this is reviewed on a regular basis.
- Providing for all students a curriculum which is appropriate to their needs
- Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it

Physical environment

- New Bridge Alternative Education will take account of the needs of students and visitors with physical difficulties and sensory impairments within reason when planning and undertaking future improvements and refurbishments of the current site.

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- We will provide appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students
- New Bridge Alternative Education is situated in an older style building and experiences difficulties with the layout of the site; we will endeavour to minimise these difficulties where possible.

Provision of information

- New Bridge Alternative Education will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested
- Providing for students and their parents/carers, information about the academy and its curriculum in a format that takes account of any disabilities.

Arrangements for the admission of disabled students

- New Bridge Alternative Education will endeavour to ensure that all information is obtained from commissioning schools and through interviews prior to admission
- We will ensure that appropriate access arrangements are in place for pre-entry baseline and cognitive ability testing.

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Aim	Good Practice	Objective	Action to be taken	Person Responsible	Success Criteria
Increasing the extent to which disabled pupils can participate in the school's curriculum.	New Bridge offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs. Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.	Curriculum modified in response to changing needs as informed by the SEN Lead. Bespoke training offered when the need arises	SEN Lead DSL T&L Lead	Students making expected or better progress. Learning Walks ensure this is embedded in lessons. Staff are confident at using suggested strategies. Students benefit from an adapted delivery of curriculum appropriate to needs.
Improving the physical environment of the school to increase the extent of participation	The environment is adapted to the needs of students as required. This includes: Specific equipment, accessible toilets	Students with specific needs have all the appropriate equipment and furniture needed.	Personal evacuation plans for identified vulnerable students.	OT and EP advice to SENCO and site manager	Improved outcomes for children
Improve the facilities provide to help disabled pupils to access school	No available lifts or ramps but all fire exits are suitable for all students on roll.	Disabled parking spaces available outside New Bridge. Lighting to mark stairs and double handrails	Timetables continually checked to ensure classrooms in each subject area are accessible.	Develop Personal Evacuation plans for specific students. Staff informed of which students they are responsible for in an emergency and	Staff are confident in the building. Students benefit from an adapted delivery of

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			Continually maintain appropriate light and handrails, to support students who may join with VI	informed of all students with mobility issues. A suitable timetable to meet their need. All internal and external areas to be included in ongoing maintenance.	curriculum appropriate to needs.
Improving the physical environment of the setting	The environment is adapted as far as possible to meet the needs of students as far as possible.	Students provided with appropriate equipment and furniture as far as possible.	Personal evacuation plans for identified students. Timetables for identified students are continually checked to ensure designated classrooms are accessible.	SEN Lead	Improved outcomes
Improving the facilities to help disabled pupils to access school	The Fire exits are not suitable for students with mobility issues or wheelchair users.	Disabled parking spaces LRV strips to mark stairs handrails		H&S lead, SEN Lead	Ongoing annually
Access Arrangements	Regular updating of access arrangement as students join throughout including late into year 11	Contact with SENCO of commissioning school prior to student joining. Training of staff on supporting of children with SEN Needs	All staff trained in invigilation and identified staff additional access arrangements training.	All staff	Invigilation staff are confident with access arrangements. Students benefit from an adapted exam