



**Bridge Achievement Centre**

# **Disability / Access Policy & Accessibility Plan**

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|---------------------|----------------------------------|
| <b>School Name:</b> | <b>Bridge Achievement Centre</b> |
| <b>Plan Date:</b>   | <b>February 2022</b>             |
| <b>Review Date:</b> | <b>February 2024</b>             |
| <b>Approved by:</b> | <b>Amanda Veater</b>             |

## Introduction/Aim of the Plan

This Accessibility Plan is drawn up in compliance with current legislation<sup>1</sup> and requirements. The Management Committee are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website<sup>2</sup>.

## Equality Act 2010 Statement

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, for example suspending a disabled student because they've complained about harassment

## Reasonable adjustments

Schools have a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment). Schools are not subject to the reasonable adjustment duty to make alterations to physical features as this is a Local Authority responsibility. The buildings must be made accessible for disabled pupils as part of their overall planning duties.

## Definition of a disability

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## Current Arrangements.

- *Building Access*

### CURRENT BUILDING ACCESS ARRANGEMENTS:

Doorways sufficient width for passage of wheelchairs

All rooms are on ground floor and accessible via wheelchair. No steps at entrances.

Disabled toilet available.

Disabled car parking spaces are available in car park.

- *Curricular and Extra Curricular Provision*

### CURRENT CURRICULAR AND EXTRA CURRICULAR PROVISION ARRANGEMENTS:

The Centre employs when required, additional Teaching Assistants/staff for children with disabilities.

<sup>1</sup> 2010 Equality Act – Schedule 10, Section 88

<sup>2</sup> [The Children's Commissioner for Wales](#) states School accessibility plans should also be made available online.

- *General Provision*

**CURRENT GENERAL PROVISION ARRANGEMENTS:**

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities (such as wheelchair space, specially adapted chairs, or individual support is provided).

- *Staff Training*

**WHAT TRAINING HAVE STAFF HAD IN RELATION TO IMPROVING ACCESSIBILITY?**

Teachers and Teaching Assistants have had training with Team Teach.

For those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training will be provided.

**Future Development**

| <b>Strategy/Target</b> | <b>Category</b><br><i>Building<br/>access/Curricular<br/>and Extra<br/>Curricular<br/>Provision/General<br/>Provision/Staff<br/>Training</i> | <b>Timescale</b> | <b>Action</b> | <b>Who<br/>actions<br/>this?</b> | <b>Co-ordinat<br/>or</b> |
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School map with accessibility points

